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ABSTRACT

Reported are the master plans of 107 institutions that are members of the Commission on Independent Colleges and Universities. Included are 17 recommendations for consideration by the New York State Regents. Discussed are the recommendations to the Regents, the University of the State of New York, the Independent Colleges and Universities, the independent sector and the critical 1970's, the expected decline in high school graduates, and the task force on long-range financing of independent higher education. Appendices cover: mission and goals; institutional enrollments and enrollment projections; faculty; finance; physical facilities; graduate education; and libraries. Tables and charts are included. (Author/KE)

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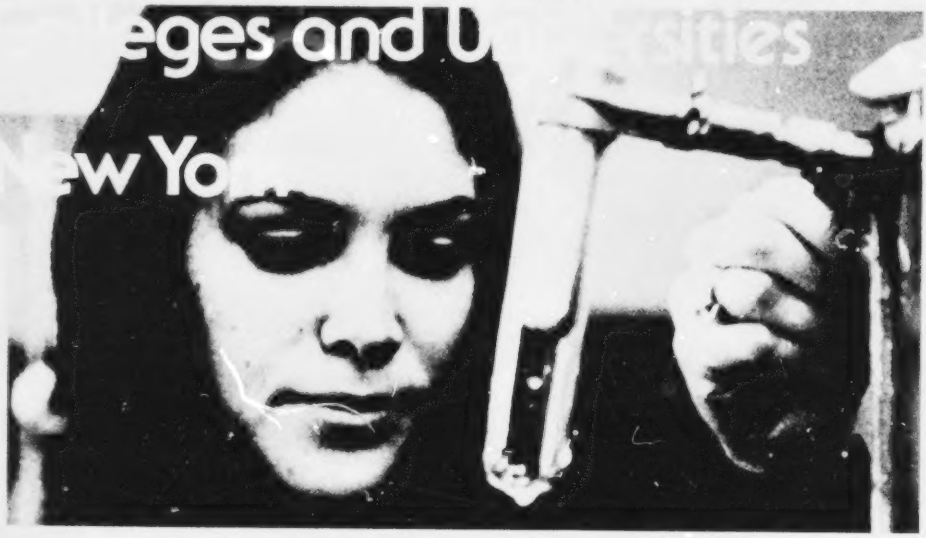

clcu

"a capacity for innovation"

from Excellence by John Gardner

1976 Master Plan of the Commission on Independent Colleges and Universities

New York

commission on Independent colleges and universities
37 Elk Street, Albany, New York 12224
June 1976

cIcu

Commission on Independent Colleges and Universities

(518) 436-4781 37 Elk Street, Albany, New York 12224

OFFICE OF THE PRESIDENT

June 1, 1976

The Honorable Theodore M. Black
Chancellor
Board of Regents
State of New York
Albany, New York 12230

Dear Chancellor Black:

The Commission on Independent Colleges and Universities is pleased to submit herewith recommendations to the Regents and summarizations of our member institutions' master plans in accordance with instructions given in **The Bulletin of The Regents 1976 Statewide Plan for the Development of Postsecondary Education.**

Our member institutions have given careful consideration to the seventeen recommendations to the Regents that are part of this report. They will serve as guidelines for the Commission's policy development and future legislative programs. We believe that their implementation will greatly assist in the attainment of the Regents' long-term goals which were enumerated in the Regents' 1972 Statewide Plan, **Education Beyond High School.**

We appreciate the opportunity to participate in the planning process and to present to the Regents the concerns of the State's independent institutions.

Sincerely yours,

Robert L. Payton
Chairman

RLP:jz
Enc.

Note: Robert L. Payton resigned June 22, 1976 as Chairman of the Board. President Robert A. Plane of Clarkson College of Technology succeeded him.

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Wagner College
Webb Institute of Naval Architecture
Wells College
Yeshiva University

FOREWORD

As the Commission on Independent Colleges and Universities' member institutions developed their 1976 Master Plans for submission to the Regents, they did so in an environment of increasing uncertainty as to the future economic stability of both New York State and New York City. The fiscal crisis of the City has forced radical changes in policy at the City University of New York including the end of free tuition which has been a tradition at CUNY since 1847. The State University of New York, for the first time, has had to curtail its expansion. There is now a moratorium on the construction of new facilities at both universities.

But the independent sector of higher education in New York State has been living with retrenchment for five years. Institutions have closed, and still others are struggling to resist slow erosion in the quality of programs as their financial base declines. At times these phenomena are barely discernible, and there is little that an institution can do to remedy its situation without the publicity causing alarm among prospective students and financial benefactors.

Thus the clcu must play the role of advocate for its member institutions and sound the alarm on their behalf. This important function will be evident to the reader of this report.

ACKNOWLEDGEMENTS

The 1976 Master Plan represents the third time the Commission on Independent Colleges and Universities has coordinated the preparation of master plans by its member institutions for submission to the Regents. The requirement of the State that its independent colleges and universities should participate in this important exercise has underlined the necessity of coordination.

Therefore the first acknowledgement of this report should be to the cIcu's member institutions and their chief executive officers for their cooperation in recognizing planning as a central function of their administrations. Many colleges and universities now have first-line officers who are charged with the responsibility of planning and research. The cIcu staff has received wonderful cooperation from these officers in the preparation of this document.

Various sections of this report have been written by Vice President Howard Maxwell and Deborah Stendardi of the cIcu staff. Also, John I. Kirkpatrick, the past president of cIcu, made an invaluable contribution by analyzing and writing most of the section of this report that deals with finance. Susan Boren and Edward Manice of the staff kept the vast amount of paperwork organized. STOCHOS, Incorporated, of Schenectady provided the computer work.

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Chapter One
1976 MASTER PLAN

RECOMMENDATIONS TO THE REGENTS

The recommendations from the clcu are based upon discussions held at regional meetings called by the Regents throughout the state as well as meetings of the clcu Trustees and various standing committees of the Commission.

The Role of the Regents

The clcu believes that the law is clear in that it charges the Regents of the University of the State of New York with the leadership and oversight of all education within the State. Apart from the force of law embedded in our State Constitution and buttressed by both legislative statute and the practices of almost two centuries, the clcu is committed to the concept of the Regents' unitary sovereignty over all segments of New York's higher education system. We consider this imperative if the people of our State are to have a system of diverse institutions which encourages academic excellence, extends opportunity for participation to all who can educationally profit therefrom, permits genuine freedom of institutional choice and vigorously pursues these equally vital objectives within the realistic parameters of our State's ability to finance them.

Thus, we believe it is most important for the Legislature to select for membership on the Board of Regents the best people available. The leadership of the Legislature, which has consistently demonstrated its deep concern for education, should consider improvements in the present Regents' selection process. The Legislature should consider a procedure which might — on an ongoing basis — identify and evaluate persons with deep commitment to education who possess the outstanding talents and strengths of character demanded by the responsibilities that go with trusteeship of the University of the State of New York. With such an identified reservoir of dedicated talent in place before vacancies occur, the Legislature's task of selection might become less pressured and less controversial.

The Regents should more strongly assert their leadership of the higher educational community. In fiscal affairs, for example, it should be recognized by the Governor and the Legislature that the Regents should properly have the responsibility for prior review of the budgets of the City University of New York, the State University of New York and the publicly-funded operations of our State's independent colleges and universities. For such a review it would be helpful if the Regents were to insist on a uniformity of financial data so that there can be comparison of such data for the three sectors of higher education. The Regents should make system-wide recommendations early in the State's annual budget cycle.

Unity of Approach to Higher Education

The Commissioner of Education, as President of the University of the State of New York, has said on many occasions that it is desirable for all units of postsecondary education to work together to serve the citizens of New York. The clcu agrees. It pledges to continue to cooperate with the Regents, the State Education Department, the Association of Colleges and Universities of the State of New York to generate more mutually productive relationships with City University of New York and the State University of New York.

However, for there to be a unity of approach to the problems of higher education, we believe our colleagues in the City University and the State University must recognize that the independent colleges and universities are no less public than they in pursuing their educational mission.

As public financial resources become less elastic and high school graduates decline in the coming decade, it will be most important for all institutions to strive for cooperation and to seek ways in which they may work together for the public welfare. While competition for enrollments and resources may be inevitable, and may even be encouraged as a wholesome element for sound public higher education policy, the Regents will be called upon to be more assertive in assuring that such competition is both fair and constructive. It will be the role of the Regents to point out to the participants as well as to the Governor, the Legislature and the general public that the common educational mission of the University of the State of New York can never be relegated to a priority status inferior to individual institutional interests.

Regents' Regional Advisory Councils

There is general agreement among all sectors of our higher education system that there is need for some mechanism that would:

- Facilitate inter-institutional cooperation in the planning and implementation of programs to serve regional needs,
- Resolve inter-institutional conflicts before they require intervention by the Regents.

At the same time both government-sponsored and independently-sponsored institutions are fearful of additional layers of bureaucracy that might further encumber campus administrators and tend to inhibit institutional initiative in responding to the perceived higher educational needs of existing or new constituencies.

Failure of the legislative and executive branches of State government to respond affirmatively to the Regents' recommendations for vital fiscal support of existing regional councils has raised questions among independent sector administrators with regard to the need for a redefinition of the councils' geographic jurisdictions, mission, authority and structure. Some are flatly opposed to any formal regional body with planning and program review authority. Others avidly urge the creation of strong regional bodies that would have decision-making authority with appellate review only to the Regents. Between these polar positions are the majority of independent sector administrators who look to the Regents for leadership in fostering greater regional cooperation and encouraging the elimination of programs which are educationally unnecessary, academically weak and/or fiscally duplicative of programs already offered by other institutions.

Suggestions have been made that members of the Board of Regents themselves serve **ex officio,** without vote, as members of regional councils in order to increase their understanding of programs within their regions and be more available to their constituents. Another suggestion has been offered that would increase the councils' "public" (i.e. non-institutional) membership through appointments by the Governor and/or both houses of the Legislature as well as the Regents. Still another proposal would have sector representation on councils distributed among trustees as well as chief executive officers.

While the range of alternatives is broad among independent sector institutions, there is a general consensus that, if the Regents do develop a new position with respect to regional councils, the councils should have adequate staff with appropriate funding to perform the vital function of developing and analyzing the data upon which sound regional policy is formulated.

Reform of the Master Plan Process

In 1961 the Education Law was amended by Chapter 338 to provide for master planning that would include the City University and State University. Chapter 567 of the Laws of New York, 1971, provided for the inclusion of the independent colleges and universities in the master planning process. The Commission on Independent Colleges and Universities believes that these laws should be reviewed in the light of experience to determine what improvements need to be made.

More and more institutions are questioning how the master plans which they submit to the State Education Department are utilized. There is recognition of the fact that the master planning process in itself is of management value to the administration of a college or university as well as its campus constituencies. To many, however, the perception of the present procedure is of a document mailed to Albany which disappears into the bureaucracy and is never heard about again. Further, it should be recognized that the process requires the time of many people on campus and is therefore expensive. The small college is often without sufficient staff to gather the many data; for the large university the process is a major resource-draining exercise. Given the numbers of students and staff at larger campuses it is no easy task for them to reply to new requests for data that were not anticipated.

In the development of master plan requests every four years and for the biennial progress reports, it is recommended that there be greater involvement of campus-based planning and research staffs. It is further suggested that there be greater consistency in the requests for basic data. Also, this data should be more readily available for study and be requested in a form that makes the information comparable for all three sectors of higher education.

There also should be an early warning of new data that may be required. Built into the timetable for development of the master plans should be provision for the exchange of drafts between the State University, the City University and the Commission on Independent Colleges and Universities. The State Education Department should open its data bank to the colleges and universities of New York for their planning purposes. Data from the master plan process and from Higher Education General Information Survey/Higher Education System (HEGIS/HEDS) should be made available. There will of course be problems of confidentiality. It is the intent of this recommendation that only general information, presently made available to the public, should also be available on an ongoing basis to each institution as well as specific data about its own campus.

The City University, State University and the Commission on Independent Colleges and Universities should be notified of any master plan amendments. They should be advised in sufficient time so that recommendations to the Regents can be made following review with affected campuses.

The Regents should take cognizance of the need for improved communication with colleges and universities which participate in the master planning process. It is recommended that there be an annual report on all Master Plan amendments requested and approved. In addition, there might be an annual conference sponsored by the State Education Department's Office of Management Services for campus chief executive officers as well as planning and research personnel.

Since the Commission on Independent Colleges and Universities has statutory responsibility under the law, it is recommended that there be an annual state appropriation so that the cicu can better fulfill its important role in the master planning process.

Maintenance of the Independent Sector

As was stated above, individual institutional interests should not be allowed priority status over considerations of public policy that affect the overall higher educational

mission defined by the Regents of the University of the State of New York. Neither government-sponsored nor independently-sponsored institutions should be encouraged to regard their survival as conditioned solely upon the circumstance of their chartering or sponsorship. The future evolution of higher education in New York requires a new Darwinism reflective of both the mission defined by the Regents as well as the cultural, social, and fiscal realities of the system's environment.

Adaptability to change should be the salient institutional requirement. Hopefully, diversity and experimentation can be strengthened while there is a transmutation among the parts of the system. There are weaknesses and strengths in both sectors. The Commission on Independent Colleges and Universities looks to the Regents for leadership in building the conduits of interchange along which each sector will be encouraged to strengthen the other while preserving the essences of pluralism that enriches the system as a whole.

Several studies have predicted the decline or extinction of institutions in the independent sector. Others have commented upon the surprising endurance of these same schools. It is unfortunate that the actual necrology includes some of the "invisible" institutions that if alive today could be making a significant contribution to our higher education system.

It is even more regrettable that among those institutions now listed as imperiled are many that are in the endangered category only because of their independent status, not because they failed to respond affirmatively to public educational needs as defined by the Regents. Expansion of plant and program, requiring heavy financial obligations during the 1960's, was in large measure a consequence of decisions reached in response to educational policy guidelines of the Regents as well as the executive and legislative branches of state government.

As was pointed out in the Pusey Report, there are many smaller campuses with the tradition and current capability of delivering high quality service to this and coming generations of students which are in deep financial distress only because they lack public resources to help carry them through the debt they incurred in responding to what was then a clear public policy mandate — to expand.

Similar lack of public resource support is afflicting many or our larger independent universities which have, and continue to carry, the major burden of New York's graduate and professional education. These research-oriented institutions bear the heaviest costs of higher education in New York. Most of their resources are developed by vigorous pursuit of private philanthropy. To permit the erosion of this base, at a time when New York is struggling to emerge from its worst financial crisis since the dark days of the Great Depression, would be the height of economic as well as educational folly.

Twenty years ago it would have been unthinkable to consider the closing of some of our most prestigious national universities. In the years since, we have witnessed Buffalo, Pittsburgh and Temple, among others, moving from independent sponsorship to government sponsorship. There are several major institutions in New York whose funds functioning as endowments have been so eroded by inflation and drained to cover operational deficits that they too must be considered as prospective survival problems.

Sound public policy cannot be constructed in higher education if resources allocation is skewed by the political passions engendered by periodic major institutional fiscal emergencies. Fortunately, all of these institutional crises are predictable long before the frantic debate erupts over special legislative appropriations. This holds in the government-sponsored and independently-sponsored sectors alike.

There is, moreover, an inter-sector symbiosis which should be more apparent as sources of institutional support become increasingly scarce. A viable independent sector becomes imperative when it is realized that the expiration of a significant number of these institutions would automatically generate intolerable enrollment pressures upon CUNY/SUNY. New York State could not in the foreseeable future afford to fund such a student population shift at the FTE tax-levy cost required for effective operation of State and City University units. Given static appropriation levels, the government-sponsored universities would be driven toward two unacceptable alternatives: radically restricted access or drastically curtailed academic programs.

The state can only assure every citizen the opportunity for postsecondary education if its financial resources are applied toward maintaining a rational balance between the sectors. At the undergraduate level this means that to preserve academic quality and provide open access, at least one-third of the collegiate enrollment should be channeled to the independent sector. This will require the kind of incentives that would overcome the large disparity in user charges that now effectively inhibit freedom of choice for most of New York's college-bound.

At the graduate and professional levels, by far the costliest per unit enrollment of higher education, over two-thirds of the students are in the independent sector. Clearly, the government-sponsored universities are without the resources to assume greater responsibility; nor can the state's economy afford further diminution of this essential economic recovery resource.

To preserve these delicate balances will require new approaches to resource allocation in higher education over the coming decade. In response to that challenge, the Commission on Independent Colleges and Universities created a Task Force on Long-Range Financing of Higher Education in New York. The Task Force came forward with the following policy guidelines, subsequently endorsed by the Commission on Independent Colleges and Universities' Annual Meeting and incorporated in the Commission's 1976 Legislative Recommendations to the Regents:

1. That for every New York State tax-levy dollar allocated per student to the State University, 35 cents be allocated per student to institutions in the independent sector;
2. That within the tax-levy allocations directed to the independent sector, public policy should provide

that for every $1 applied to institutional aid, $2 should be used for direct financial aid to students.

Direct Institutional Aid*

When the Bundy Committee was created in 1968 its charge was to develop recommendations that would "help preserve the strength and vitality of our private and independent institutions of higher education, yet at the same time keep them free." The legislation that emerged in the wake of its report has been instrumental in maintaining New York's independent sector of higher education. It has been the basis for similar legislation in other states.

Today, Bundy aid provides approximately six percent of the educational and general revenues of New York's independent sector. It has been effectively used by clcu member institutions to hold down tuition charges, help balance their operating budgets and provide financial assistance to needy students. Interestingly, the $54.5 million now received through this conduit is less than the dollars expended by independent colleges and universities as "unfunded student aid." Thus, although Bundy aid is channeled through institutions, it can rationally be viewed as a source of indirect aid to needy students.

That Bundy aid has been an incentive for high productivity in the independent sector is manifest in the statistics of degrees earned in New York State. With approximately one-third of the undergraduate enrollment, the independent colleges and universities continue to produce over one-half of the Regents-accredited baccalaureates in our state. As was pointed out in the State Education Department's recent report, **The Higher Educational System of New York State:**

> "As one moves from the undergraduate level through the doctoral and professional degree level, the role of the independent institutions becomes more dominant. While these institutions confer slightly more than 50 percent of the bachelor's degrees, they grant almost three-quarters of all doctoral degrees and 84 percent of first professional degrees."

If the utility of the Bundy aid mechanism is to be maintained, a means must be found to make it more adaptable to the economic environment. The effects of inflation have badly eroded the worth of the formula payments received by eligible institutions. There is need for an annual review to adjust the formula to the realities of institutional living costs.

Just as the government-sponsored universities require annual adjustments in direct institutional aid they receive so that they can deal with inflation, it is necessary that independent sector institutions receive similar consideration. In the 1976 State Budget, for example, special provision was made to cover sharply increased utility costs to State University. Meanwhile, the independent campuses have had to provide payment for increased telephone, postage, fuel and utility charges out of already bone-tight operating budgets. In many cases, this was done at the cost of reducing programs or otherwise diminishing the academic offerings of independent institutions.

It is worth considering the cost-effectiveness of Bundy aid in accomplishing its mission. This is especially important at a time when the State must seek alternatives that will deliver public services at the lowest possible drain upon tax-levy resources. As was noted above, the degree productivity of the independent sector has continued to exceed that of the government-sponsored sector even though only one-third of enrollment is on independent campuses.

It might also be useful for those considering public policy options to test the cost-effectiveness of the Bundy aid approach if it were to be applied across the sectors of our system. In the most numerous degree category, the baccalaureate, independent institutions now receive $800* per bachelor's degree awarded. If the same degree-productivity institutional aid formula were applied to the government-sponsored sector, the institutional aid per baccalaureate would exceed $16,000.

Another element of institutional aid warrants review by the Regents. The University of the State of New York should be the sole accrediting agency through which institutions are certified as eligible for Bundy aid. Presently, the State Education Department also requires accreditation by the Middle States Association and this requirement has excluded a few institutions offering Regents' accredited programs of a non-conformist or non-traditional nature. The requirement has also inhibited new institutions, using innovative approaches to constituencies hitherto unserved by our higher education system, from receiving funds important to their successful development.

Tuition Assistance Program (TAP)

The purpose of the TAP legislation, according to its principal legislative architect, was "to substantially reduce the barrier of tuition cost for students who prefer to enroll at independent higher education institutions."

It was conceived as a program that would expand student freedom of choice in postsecondary education and at the same time hold down State higher education expenditures.

TAP has been effective, but its effectiveness has been badly eroded by inflation and the need for independent sector campuses to raise their tuitions. When TAP was enacted the average tuition in New York's independent sector was $2,382 a year. It is now $2,694 and, based upon tuition charges already decided by independent campuses, will go to above $2,900 for the academic year beginning July 1976.

The chasm between TAP awards and actual tuition charges is a real and growing one for independent sector

*This section of the clcu's Recommendations to the Regents was written prior to adoption of the 1976-77 Supplemental Budget in which the award formula was changed. Awards per degree now are: Associate $330.; Bachelor's $940.; Master's $650.; Doctorate $3,100.

*In the 1976-77 Supplemental Budget, Bundy aid for the Bachelor's degree was changed to $940.

students. Two years ago these undergraduates were charged a tuition that averaged less than $2,400. Those at the lowest income levels received TAP awards of $1,500. They had to cover a $900 balance. Next year, unless TAP is changed, they will have to raise $1,400 from non-TAP sources since their gross tuition charge will average over $2,900.

At State University the tuition will go up by $100 next year. For lowest income SUNY students it will mean an automatic increase in TAP awards. But for identical income students on independent campuses, no TAP increase will be forthcoming to meet much higher tuition charges. The disparity is evident in this table for the coming academic year:

Family Income	State University of New York Lower Division Tuition $750		Independent Campuses Lower Division Tuition $2,900	
	TAP	GAP	TAP	GAP
$2,000 or less	$750	$ 0	$1,500	$1,400
$5,000	570	180	1,320	1,580
$10,000	200	550	950	1,950
$15,000	100	650	450	2,450
$20,000	100	650	100	2,800

To improve the TAP program, making it better able to fulfill its original mission, the Commission on Independent Colleges and Universities recommends the following changes in the present law:

1. An increase in the maximum award for students at the lowest income levels from $1,500 to $1,700. This would reflect changes in the cost of living that have occurred since the present schedule was set in place.
2. Extend eligibility for the maximum TAP award from the present level of $2,000 net taxable family income to give recognition to the reality of near-poverty in today's economy and the enormous burden of meeting tuition charges for families below moderate income levels. A level of $8,000 NTFI is recommended.
3. Eliminate the $200 reduction in TAP awards now imposed upon students as they move from the sophomore to the junior undergraduate years. No persuasive data has been forthcoming to indicate that upper division students have less college-going expenses or greater opportunities for earning supplemental income than do lower division students.

The Commission further recommends that abuses of emancipation in the present law be corrected, and that TAP be extended to both part-time and graduate students. An increasing proportion of New York's college and university student population is comprised of part-time students. It is suggested that the Regents support amendments in the TAP Law which would relate student assistance to the number of credits earned. For graduate students, extension of TAP awards at the same level as undergraduates would enable more New Yorkers to continue their education beyond the baccalaureate. This would contribute to their own professional advancement and add to New York's reservoir of trained talent.

Graduate and Professional Education

It is important that the Regents take action to help change general public perception of graduate and professional study as an elitist form of education for which the public has little responsibility. A high level of postgraduate citizenry is an essential element of economic health in today's competitive business world. An abundance of these kinds of human resources is more likely to retain and attract the kind of industry New York needs. Equally important is the development of advanced skills and new knowledge to help solve society's more critical problems and generally enchance the quality of life in today's urban society.

It should be recognized that our largest universities see graduate and professional education as their primary mission. Student fees do not come close to paying for this form of education. Some of these institutions have chronic budget deficits and their national reputations have been jeopardized because of the resultant financial stringencies. If New York is to maintain its position of eminence at this level of education, there is need to increase rather than cut back on State aid to graduate and professional education.

While involving relatively few public dollars, the elimination of the funding of the Einstein and Schweitzer chairs represented a significant setback to graduate programs in all sectors of our state's higher education system. On the basis of presumably firm commitments of the then-Governor and the then-leaders of the Legislature, many institutions developed programs around these chairs, the financing for which came partially from their own operating budgets but largely from development efforts aimed at federal and philanthropic sources. Now, these institutions have the option of either terminating these highly successful programs or funding them entirely out of already tight operating budgets.

The Regents should forcefully urge the restoration of these funds and should also press for substantial improvement in the funding of the New York State Science and Technology Foundation which should be developed to encourage basic research at those higher education institutions found most appropriate for the task.

The role of the independent sector in such specialized programs as engineering, medicine, law, dentistry and nursing must be considered by requiring rigorous Regents' review of proposals for new programs in these areas by government-sponsored institutions which would be redundant and add unnecessary additional burdens upon State tax-levy resources.

Higher Education Opportunity Program

New York leads the nation in establishing programs to improve collegiate opportunities for the educationally and economically disadvantaged. The three programs in operation are: the Educational Opportunity Program (EOP) at the State University; Search for Education, Elevation, Knowledge (SEEK) at the City University; and the Higher Education Opportunity Program (HEOP) at the independent campuses.

By statute, the three programs require that enrollees be high school graduates or the equivalent who come from poverty-level families and whose secondary school records normally would not meet participating institutions' admissions requirements. While the legislative mandate is identical, the funding of the three programs is significantly different. New York tax-levy institutional support per student in 1975-76 was as follows:

1. For EOP ..... $5,185 per year
2. For SEEK ..... $6,396 per year
3. For HEOP ..... $2,403 per year

Studies by the State Education Department and the Legislative Commission on Expenditure Review have shown that HEOP is the most successful of the opportunity programs. The latest data on graduation rates for four-year programs show that for HEOP the commencement rate was 44 percent, compared to 8 percent for SEEK, and 19 percent for EOP. These studies also concluded that the HEOP programs were generally more effective in helping students to overcome basic academic deficiencies. It was also found that HEOP was more effective in keeping students from dropping out of college. Finally, the studies found that HEOP was generally more effective in assuring that students made meaningful progress toward degrees.

Despite HEOP's success, four students drop out because of financial reasons for every student who leaves the program for academic reasons.

While the full costs of EOP and SEEK are met from tax-levy sources, the independent campuses must use "unfunded student aid" from their operating budgets to meet a substantial portion of HEOP's cost. In addition, the HEOP student must contribute substantially more from his/her own resources than do EOP and SEEK students. HEOP students are also forced to incur substantial debt in student loans that are not required of their peers in SEEK and EOP.

clcu recommends that the Regents urge the Legislature to provide full funding of all educational costs for the HEOP student. This would be the amount required above funds the campus is able to obtain from federal sources and TAP to cover each HEOP student.

Construction in the Government-Sponsored Sector

In their 1974 Progress Report the Regents endorsed clcu's recommendations that "any further expansion and construction of public higher education be done in a coordinated manner and that the use of facilities in the private sector be fully explored." It was suggested by the Regents that this be done through the Regents' regional advisory councils.

Since that time little has been done by the City University or the State University to "explore" use of facilities in the independent sector. Even though there is now a moratorium on new construction at SUNY, the University is continuing to complete those facilities that were started prior to the moratorium. Over $500 million in new construction is contemplated for SUNY after the moratorium ends and before 1981. Some construction continues in the City University despite the uncertain future of many of its schools.

The clcu recommends that the State withdraw approval of capital projects in the City University and State University which may have reached advanced planning or design stages but for which actual construction has not begun.

There are still at least 47,000 vacancies on independent sector campuses. To save increasingly scarce tax-levy sources, it is recommended that the Regents call for a firm moratorium on new construction for government-sponsored campuses. Any departure from that stricture should have the prior approval of the Commissioner of Education as well as the Governor and the Dormitory Authority.

An overview of capital facilities now in place requires a statewide facilities audit covering both the government-sponsored and independently-sponsored sectors. With that data base, the Regents would be in a position to make specific suggestions for cross-utilization of facilities by units within the various sectors.

Continuing Education

The Regents should develop a definition and philosophy in regard to continuing education that would provide guidelines to all institutions at the postsecondary level. Many of our citizens today and in the future will change careers several times during their lifetimes. The incremental growth of new knowledge and the changing requirements of the professions point toward continuing education as a vital support element. Unless it is in place and accessible to large numbers of our citizens, it will be difficult to avoid tragic waste of precious human resources.

An inventory of what is being done in the field of continuing education and of the problems confronting institutions willing to venture into or expand their programs in this field would be of great value to all sectors of our system.

Professional Certification

There is mounting demand for re-examination of the professional certification process. As knowledge expands and the state of the art in various professions becomes more sophisticated, it is important that users of professional services be protected against certified personnel whose skills have become obsolete.

The Regents should be commended for endorsing the need for periodic renewal of professional competency for elementary and secondary school teachers. This program

should be pursued so that it is established within the teaching profession and can be spread to the other professions certified by the State of New York.

However, it should be recognized that the re-examination of professional certification is raising profound educational problems and adding to institutional expenses. Among the problems is the dictation of educational standards by groups outside higher education. The clcu intends to examine the implications of these problems for institutions of higher education in preparation for formal recommendations to the Regents.

Non-Traditional Programs

There is no accepted definition of what a non-traditional program is. It would seem that any program that is out of the ordinary in regard to method of instruction or curricular structure is considered "non-traditional." A better definition and a philosophical framework need to be adopted by the Regents.

Further, it is the concern of many people in post-secondary education that the increasing regulation of programs by the various levels of government may tend to inhibit experimentation with non-traditional programs. For instance, the desire of the Regents to prevent the duplication of academic programs within regions of the state might tend to overlook novel programs that might take a different approach to structure of the programs, the method of teaching, or the way in which student progress is evaluated.

The Regents should take every opportunity to encourage experimentation with the learning process. However, minimum standards for the quality of academic programs must be rigorously enforced by the Regents. Inferior higher education offerings should not escape critical scrutiny.

Extension Centers

At the present time there is no definition of an extension center or guidelines which would differentiate such centers from a branch campus. There are several areas of the state in which competition for student enrollment is becoming keen, and with the expected decline of high school graduates in the 1980's, it can be anticipated that this competition will increase.

There is disagreement within the postsecondary education community as to what approach to take toward extension centers. Some feel that schools should be free to set up extension centers wherever they wish in the belief that the public will have greater choice of programs and will determine for themselves which institution presents the best program. Advocates of this approach also believe new methods of program development, methods of teaching and forms of evaluation would flourish under this philosophy. Those with another point of view are concerned about the diversity of higher education and believe that the smaller colleges would suffer competitively. In addition, they strongly believe that one cannot talk about laissez-faire when the government-operated institutions are generously subsidized by the state, and as long as the tuitions that must be charged by the independent institutions continue to be so much higher than at the State University campuses.

Government Reporting Requirements

There has been a marked proliferation in the number of reports requested of campus administrators by agencies of the federal and state governments. Some have been spawned by new legislation but most have evolved from regulations issued by executive agencies. Compliance with these paperwork demands has placed a substantial financial burden upon virtually every campus in both sectors of our system.

Among the regulatory programs with which college and university administrators must deal today are Affirmative Action, Occupational Safety and Health Act, Fair Labor Standards Act, Pension Reform Act, Air Pollution Control Act, Social Security, Workmen's Compensation, Unemployment Insurance.

While the regulations emanating from these programs have good intentions, they also impose substantially increased operating costs. Social Security contributions have been increased. The Fair Labor Standards Act has in many cases required that a new payroll system be introduced at greater cost. Affirmative Action alone has required the recruitment and hiring of new staff, increased advertising outlays, and far more costly personnel search procedures.

The Commission commends the timely protest from the Commissioner of Education to Washington on this problem. We recommend that the Regents continue to remonstrate with the federal government on these matters and that they also urge new regulations be accompanied by legislative appropriations sufficient to meet the additional costs of compliance by the campuses involved.

At the same time, there is need to carefully scrutinize the volume of reports and regulations that flow from the State Education Department itself.

Energy and Public Utility Charges

A major pressure for increased tuition over recent years has been the skyrocketing costs of energy and the increased rates of public utilities. New York has the highest electric rate charges of any state in the nation. Telephone rate increases for colleges this year have averaged 20 percent. The costs of fuel have increased even more steeply.

It is recommended that the Regents propose to the Governor, on behalf of all educational institutions, that a special discount rate be given to nonprofit institutions. There is some precedent for such a proposal since the Public Service Commission at one time did allow such a discount for telephone services.

Social Security Payments

As part of its Federal legislative program, it is recommended that the Regents seek exemption for our colleges and universities of the institutional contribution toward Social Security for part-time employees. The individual usually gets back his Social Security contribution

if there is an overpayment for the year, but under present rules a school does not recover any of its payment in such case. This represents a clear windfall for the Social Security Fund at the expense of educational institutions that can ill afford needless additional expenditures.

The Alternatives

The present state of affairs in New York's higher education system is far from optimistic. However, these resources vital for New York's economic recovery can be saved. It requires a new look at public policy. It demands better utilization of facilities and institutions now in place without massive public outlays on costly capital projects.

A modest investment now in the independent sector can halt the costly erosion of enrollment proportions that has escalated demand upon tax-levy resources for higher education in New York. Changes in State Law are required to:

- Lower the tuition cost barrier for students who prefer to enroll at independent campuses,
- Encourage more enrollment of disadvantaged students at institutions where the tax levy cost is lower and where productivity is higher.
- Assist independent colleges and universities to survive the battering they have suffered from inflation and the unfair competition caused by the growing tuition gap.

Chapter Two

INTRODUCTION: An Overview

Since the Regents issued their bulletin for the 1976 Statewide Plan in June 1975, the City of New York has entered a period of fiscal austerity which for a while closed the financial market to it. The State of New York has also faced one financial crisis after another in its attempts to resolve the city's predicament and that of several state authorities.

These problems have had a direct effect on the stability of the higher education community. The City University of New York, which has prided itself on a policy of free tuition, and which has paid the highest salaries to faculty of any university in the world, is in June 1976 still agonizing over its composition and method of finance. The State University of New York has had to curtail its expansion for the first time.

Economists are warning that New York may be in a stagnant financial state for the balance of this century. Business and industry have been leaving the State and there are indications that more people may leave New York than enter it. For the colleges and universities, declining enrollment of first-time freshmen is anticipated. High school graduates will begin to decline in the academic year 1976-77, and the number of graduates in 1990 is expected to drop to a level about equal to that of 1960. Meanwhile, institutions of higher education continue to experience expenses escalating faster than the Consumer Price Index.

In this climate our colleges and universities are asked to assess the future development of postsecondary education in New York. Of utmost importance are the five long-range goals for the development of all education beyond high school that the Regents first enumerated in their 1972 Statewide Plan. Briefly they are as follows:

1. Equalization of educational opportunities.
2. Maintenance of a comprehensive system of post-secondary education.
3. Excellence in the pursuit of knowledge.
4. Meeting the educational needs of society.
5. Encouragement of a system responsive to community needs.

Later in this report the Commission on Independent Colleges and Universities (cIcu) will address itself to these laudable goals. They are enumerated at this place in this narrative to give perspective to the section of the report which follows.

Chapter Three

THE UNIVERSITY OF THE STATE OF NEW YORK

Over the past 15 years New York's rate of public spending for higher education has far outpaced increases in living costs. The largest state university system in the country has been created. In 1960 there were eleven teacher-training colleges, some statutory colleges at Alfred, Syracuse and Cornell, and several specialized institutions. Today there are 36 state-operated campuses. The City University had four colleges in 1960. It now has ten senior colleges and a graduate center. In New York as elsewhere community colleges have mushroomed. We now have 28 community colleges as part of the State University and eight as part of the City University.

Governmental officials and educational leaders in 1960 realized there would be a large number of high school graduates desiring to gain a college education in the 1960's because of the unprecedented increase in the birthrate after World War II. It was their belief that the colleges and universities in operation at that time could not handle the large increase in prospective students.

The Governor appointed a panel known as the Heald Committee to study the situation and make recommendations. It recommended expansion of the City University and the State University to meet enrollment increases that were expected in the 1960's and the 1970's. The Committee believed these increased enrollments would be absorbed primarily by government-sponsored institutions because of the financial condition of the state's independent colleges and universities. Of the state's independent campuses, the report noted: "Nearly all are operating at substantial deficits . . . ."[1] It was assumed that the independent institutions would increase their enrollments, but even if this sector's enrollment increased 150 percent, its share of total enrollment would still decline. Thus the Heald Committee predicted that the independent sector's share of total enrollment would be between 40 and 50 percent in 1985.[2]

Through the retrospective lens of 1976, sharpened by the stringent fiscal realities of New York in its bicentennial year, it is difficult to comprehend failure of the Heald Committee to fully explore the potential of expanding existing independent institutions as a far less costly option for meeting the state's higher education needs. But the early 60's was a time of economic euphoria with little public consciousness of the fiscal hazards that accompany massive capital commitments which shift delivery of public services from independent to government-sponsored conduits. Little attention was paid to the cost alternatives that would confront users of higher education services.

Implementation of the Heald Committee's thrust resulted in a radical shift in enrollment from the independent campuses to the government-sponsored institutions over the past fifteen years. It has also caused sharp escalation in tax-levy expenditures required to support two massive government-sponsored universities. In 1960 62.6 percent of the State's total full-time equivalent students attended independent institutions. Sixteen years later in 1976 there has been a reversal of the share of student enrollment; today the government-operated campuses have 63.7 percent of the enrollment and only 36.3 percent of New York's students attend independent institutions. (See Chart 3-1 on following page).

In 1960 the State expended only $97 millions for higher education and in 1976 that figure is $1.2 billion. When one adds the appropriations that local sponsors contributed for the support of the City University and the community colleges, the total of public appropriations for higher education comes to $1.5 billion. Thus, while the cost of living has doubled since 1960 and overall student enrollment tripled, tax-levy contributions for higher education in New York State increased more than ten-fold.

In 1976-77 appropriations for higher education account for 11.6 percent of New York's total expenditures. (See Table 3-1).

TABLE 3–1

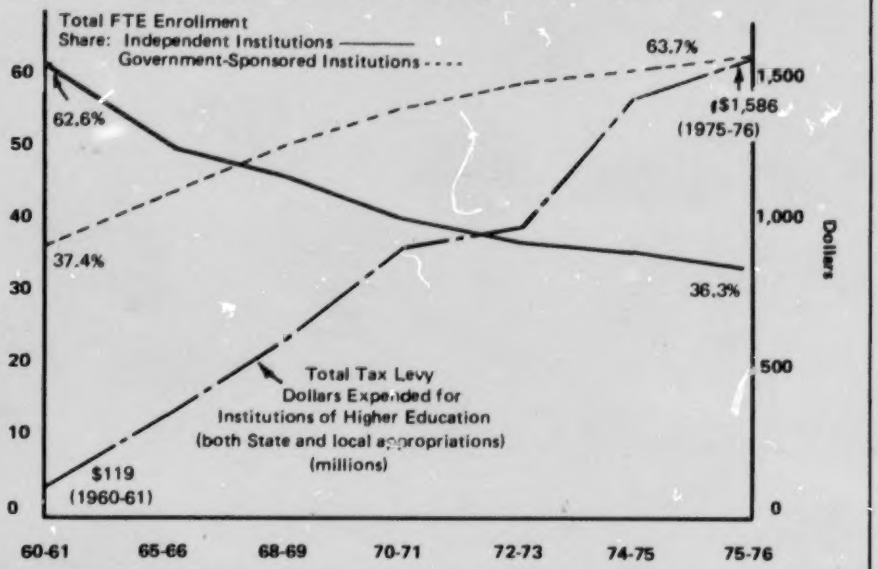
NEW YORK STATE EXPENDITURES AND APPROPRIATIONS FOR HIGHER EDUCATION OPERATIONS ($MILLION)

	1976-77 (Est.)	Increases for 5 Years 1972 - 1977	
Total expenditures	$10,868	$3,446	46%
Appropriations for higher education	1,261	422	50%
% of total expenditure for higher education	11.6%		

*Percentage of total expenditures for higher education was 12.1% in 1974-75 and 1975-76.
Appropriations for higher education exclude capital construction.

CHART 3–1

Financial and Educational Trends Within the Independent Sector of New York State's Post Secondary Institutions



When one determines the appropriations per student, it is found that New York State taxpayers are appropriating $4,502 for a student at the State University, $3,034 for a student at the City University and $1,692 for a student at the community colleges outside New York City. The per student cost at the CUNY Graduate Center, at the State University medical centers, and in any other graduate or first professional program at SUNY/CUNY is much higher than the figures given here.

The Heald Committee did not completely ignore the plight of the independent institutions in its report. It recommended the strengthening of independent institutions through a system of direct institutional aid. Today, in 1976, the independent sector receives $552 in appropriations per student. Total appropriations for the independent sector for 1976-77 equals $160 millions and is allocated as follows:

TABLE 3–2

APPROPRIATIONS FOR INDEPENDENT COLLEGES AND UNIVERSITIES OF NEW YORK STATE ($ MILLIONS)

	1976-77
TAP Awards and Regents Scholarships	$72.9
Bundy Aid	59.9
Medical and Dental	18.9
Higher Education Opportunity Program	7.6
Einstein and Schweitzer Chairs	.3
TOTAL	$159.6

It is apparent that there is a large disparity in cost to the taxpayers of supporting students in the government and independent sectors. In addition to the appropriations figures given above, the following table shows that the cost to the taxpayers of a baccalaureate education is $16,000 at the State University of New York and $1,880 at an independent institution.

TABLE 3–3

THE COST TO NEW YORK STATE IN INSTITUTIONAL AID OF A BACHELOR'S DEGREE:

	1975-76
State University of New York	$4,000 x 4 Years = $16,000
Independent Institution*	$470 x 4 Years = $1,880

*Appropriations include Bundy Aid, HEOP, TAP, and Regents Scholarships for undergraduates only.

NOTES: (1) SUNY figures include student aid
(2) The 4-year figures do not account for the many students who do not complete their education in 4 years.
(3) Independent institutions received $800 in Bundy Aid in 1975-76 per Bachelor's Degree earned.

The support that the independent colleges and universities receive from New York State is primarily of two kinds, direct institutional aid and tuition assistance for students. Both have been helpful in institutional survival, but both are woefully inadequate to the needs of today.

Direct Institutional Aid

Direct institutional aid is provided to eligible independent institutions under the so-called Bundy formula. This allocates $330 for each associate degree granted, $940 for each baccalaureate, $650 for each master's degree and $3,100 for each doctorate awarded.

If institutional aid to New York's government-sponsored universities was measured on a Bundy-type degree productivity basis, the tax-levy allocation per baccalaureate comes to approximately $16,000, using SUNY/CUNY appropriations for 1975-6.

Bundy aid is used by the independents to hold down user (tuition) costs. The present level of Bundy support is $60 million. It is slightly less than disbursements made by these campuses in "unfunded student aid," the money used to assist needy students from the institution's operating budget. Thus, it can be reasonably argued that Bundy aid is really indirect student aid.

Since the 1972 level of Bundy aid was enacted, the cost of living has increased about 20%. In 1976 the Legislature and governor increased the Bundy formula approximately 10% There is need to recover the additional 10% lost to inflation, plus whatever increases in institutional living costs are experienced in the coming year.

Tuition Assistance

New York's Tuition Assistance Program (TAP) provides direct aid to students based upon their ability to pay and the costs charged by the institutions at which they are enrolled. Approximately 50% of TAP money presently goes to students at independent campuses, the balance to students at government-sponsored universities. With the City University adopting a tuition policy similar to State University, the share of TAP funds going to the independent sector would decline to between 30 and 40%.

According to the architect of the legislation that brought TAP into existence in 1974, former Assemblyman Peter J. Costigan, its purpose was "to substantially reduce the barrier of tuition cost for students who prefer to enroll at independent higher education institutions." TAP has been effective, but its effectiveness has been badly eroded by inflation and the need for independent sector campuses to raise their tuitions. When TAP was enacted the average tuition in New York's independent sector was $2,382 a year. It is now $2,694 and, based upon tuition charges already decided by independent campuses, will go to above $2,900 for the academic year beginning June 1976.

A crucial question for New York State and its localities is whether they can afford to continue tax levy expenditures for the City University, the State University, and the community colleges at present levels. Corollary to this basic question is another — whether the independent sector can remain strong and maintain its share of student enrollment despite an increasing gap between the tuition charged at government-sponsored institutions and the tuition that independent institutions must charge.

Chapter Four

THE INDEPENDENT COLLEGES AND UNIVERSITIES

Since 1754 when King's College opened, the independent colleges and universities have been serving the people of New York State. Until 1968 the majority of the students at New York institutions of higher education have attended these schools. The Heald Committee and the numerous commissions appointed since to study the problems of higher education in New York State have all recognized the essential public educational mission of these schools. It was the conclusion of the Heald Committee that these institutions were not able to respond quickly and adequately to meet the growing demand for college education triggered by the post-World War II population explosion.

These schools were having financial problems in 1960, and it was believed that only the State had the financial resources to underwrite the expansion of colleges and universities that were needed to meet this demand. No real effort was made to devise a new fiscal relationship that would preserve the institutional independence of existing campuses, provide adequate accountability to the public and channel to them the government funds necessary for meeting the enrollment demand. Nor was there the pressure of fiscal stringency. The economy was booming. Escalating taxes met relatively little resistance from industries which were then encountering relatively light competitive pressures. Thus, a lower tax-levy cost alternative was ignored and the major vehicle for this expansion was to be the new State University of New York. It was the hope of the Committee that the independent institutions could not only maintain their enrollment but also somehow expand their numbers of students.

The Heald Committee did not consider that the independent schools might be able to be the vehicle of response to this demand for a college education if they were given sufficient state aid. The Committee was concerned whether too much aid might threaten the "independence" of these "private" colleges and universities. It did, however, advise a small amount of state aid to the schools to aid them in their financial troubles. The channel vision of the Heald Committee was perhaps conditioned also by the flawed nomenclature that was then (and still is) widely used in describing the components of higher education. "Private" was the adjective attached to independent colleges and universities. It was and is an axiom of good government philosophy in America that public funds not be used for private purposes. The word "private" still connotes personal profit, exclusivity, arbitrary restriction of access — all anathema to public fiscal policy formulation. This semantic distortion, applied to the independent colleges and universities, has inhibited critical consideration of viable alternatives in meeting New York's higher education needs.

Thus the State University mushroomed during the "golden years" of the 1960's. The independent colleges and universities also built facilities, expanded staffs, and increased enrollments, but at a relatively modest rate. In 1975-76 the full-time equivalent enrollment in the independent sector was 51 percent more than it had been in 1960-61; at the same time enrollment at government-sponsored institutions had grown 344 percent.

There have been studies that talk of the financial difficulties of independent higher education, and many of them infer that these schools usually weather their crises. They marvel at their "enormous staying power." It is often claimed that these schools exaggerate their difficulties and too frequently cry "wolf." The record indicates, however, that the contrary is more often the case. It shows there have been colleges that have closed even in periods of relative prosperity such as the 1960's. This reluctance to publicly announce the extent of an independent institution's fiscal travail is directly traceable to fear of discouraging potential philanthropic support as well as needed student enrollment.

Since 1965 there have been thirty-one independent institutions of higher education in New York that have either closed their doors or have merged with other institutions. Certainly many of them were small in enrollment and were not well-known, but they did add to the diversity of higher education, which is considered to be one of the strengths of New York's system. Many were once prosperous and of some renown, such as Finch College, Mills College of Education, and Notre Dame College. Yet when they did close, their passing was hardly noticed. The University of Buffalo was nationally recognized when it was merged in 1962 into the State University, at considerable additional cost to the taxpayers of New York State. Hardly a ripple of protest was heard.

In recent years there were four instances where the State of New York used its power to assure survival of independent institutions. One multiversity and one engineering school were reorganized; one of the multiversity's campuses was sold to the City of New York for the site of a community college and its engineering school was merged with an autonomous engineering school. A small

four-year campus and a two-year college were also rescued from closure.

It is commendable that the State recognized the problems of these institutions, but there is need for greater consideration of the continued health of the entire independent sector and for more equitable treatment of all three sectors of higher education. The Report of the Regents Advisory Commission on the Financial Problems of Postsecondary Institutions (Pusey Commission), which was published in 1975, advised:

> That New York State adopt an even-handed treatment of all institutions. Even-handed treatment means that the financial or other problems of any one institution or sector, public or independent, be addressed in the context of the State's total system of higher education. It would mean, for example, that no special State aid be granted to any institution from any source, on any authority, unless all institutions are given opportunity to present their problems and apply for such aid.[3]

Thus the cIcu believes that its mission is as much public-oriented as is that of the City University or the State University and agrees with the Pusey Commission that there be equal treatment of the problems of all three sectors of the State's higher education system, and that the problems of any one institution or sector be considered in the context of the State's total system of higher education.

What are these goals of the Commission on Independent Colleges and Universities which infer a public mission? The goals which follow were presented to the Board of Regents as part of the cIcu's 1976 Legislative Program on September 24, 1975:

Goals of the
Commission on Independent Colleges and Universities

1. We seek a system of higher education which is of unsurpassed academic quality and which has the capability of enhancing its high standards to meet the changing needs of the diverse constituencies it serves.
2. We seek a system of higher education that provides genuine access to all who desire to participate and can educationally profit therefrom.
3. We require a system of higher education that offers freedom of institutional choice unencumbered by the invidious barriers of race, age, sex or economic circumstance.
4. We seek a system of higher education which is accountable in that it must require no more of the State's resources than is necessary to perform its mission and which will yield maximum return for that investment to the quality of life for the people of our State.

The Commission on Independent Colleges and Universities is a non-profit corporation that is composed of 107 institutions in New York State, representing 98 percent of the student enrollment within the independent sector. In all, there are 132 institutions in the independent sector, and these schools attest to the diversity which is possible outside government sponsorship. These schools are as follows:

11	Universities
59	Colleges
8	Engineering and Technical Schools
16	Health Centers and Specialized Colleges
16	Two-Year Colleges
22	Seminaries and Religious-Training Schools
132	

Access to higher education is a goal of the independent sector and the colleges composing this sector accept as many students from those who apply as do the state-operated campuses of the State University. In 1974, the last year for which there are official figures from the State Education Department, the percentage of students accepted of those who had applied were as follows:

State University of New York	68.9%
Independent Colleges and Universities	70.9%

Acceptance rates for admission to independent institutions vary greatly. There are 17 institutions which are very selective and accept less than 60 percent of those who apply. On the other hand, there are 29 institutions which might be considered to have an "open admissions" policy in that they accept better than 90 percent of those who apply. The great range of such acceptance rates is illustrated by the following Table 4-1 which is based on information collected by the State Education Department for 1974, the last year for which there are official figures.

TABLE 4–1

NEW YORK STATE
UNDERGRADUATE ADMISSIONS

ACCEPTANCE RATES FOR APPLICATION AT INDEPENDENT INSTITUTIONS

1974

Up to 29.9%	1	17 accepted up to 59% of applicants
30% – 39.9%	5	
40% – 49.9%	6	
50% – 59.9%	5	
60% – 69.9%	10	
70% – 79.9%	21	63 accepted 60 to 89% of applicants
80% – 89.9%	32	
90% – 95.9%	18	
96% – 99.9%	6	
99% – 100%	5	29 accepted 90 to 100% of applicants
	109 institutions	

Once the students are accepted, their chances of receiving a degree are better at an independent institution. Information that was submitted as part of the Regents 1974

Progress Report sampled nine institutions and the results were as follows:

TABLE 4–2

PROGRESSION OF FULL-TIME STUDENTS FROM FRESHMAN YEAR TO GRADUATION SAMPLE OF COLLEGES AND UNIVERSITIES IN NEW YORK STATE FALL 1969 TO FALL 1973

	Percent of 1969 Freshmen Who Were Full-Time Sophomores or Higher in Fall 1970	Received A Degree by June 1973
I. City University —College #1	54.6	24.2*
II. State University		
University Center —College #2	89.5	51.7
University College—College #3	52.5	43.2
III. Independent Institutions		
Universities —College #4	79.5	60.0
College Complexes—College #5	91.6	78.0
—College #6	87.0	58.5
—College #7	93.2	66.5
—College #8	80.9	47.5
Colleges Engineering and Technical Schools —College #9	80.9	67.7

*Information as of June 1973 was not available for the fourth year. This figure is for those who were full-time seniors or who had graduated by Fall 1972.

Even though the independent sector has only one-third of the full-time equivalent undergraduate students, they award 53 percent of the bachelor's degrees received in New York State. Two-thirds of all graduate students and 80 percent of first professional students attend an independent institution, and, again, the overwhelming number of degrees at these levels are received by students in the independent sector. The figures are as follows:

TABLE 4–3

PRODUCTIVITY
DEGREES CONFERRED
1974-75

	Number	Percentage of Total Degrees Awarded in N.Y.S.
Bachelor's	45,751	53%
Master's	27,254	65%
Doctoral	2,506	73%
First Professional	4,188	84%
	79,699	58%

NOTE: With only one-third of the state total enrollment the independent sector continues to outproduce the government-sponsored universities.

New York State is particularly dependent on its independent schools for the education of its professional citizens. In addition it is necessary to stress that graduate and professional education are much more expensive than most forms of undergraduate education. The following tables indicate the important role of independent institutions in carrying this costly responsibility:

TABLE 4–4

The independent sector has:

Medical Schools	8 of the 12 in the State
Dental Schools	2 of the 4 in the State
Nursing Schools*	23 of the 33 in the State
Engineering Schools	19 of the 29 in the State
Law Schools	10 of the 11 in the State

* Includes baccalaureate and graduate programs only.

Of the following key professions that are essential to the State's economy, the independent sector supplies the overwhelming number of degrees awarded:

TABLE 4–5

Architecture and Environmental Design	– 62.3%
Dentistry	– 70.8%
Engineering	– 79.2%
Law	– 93.6%
Medicine	– 65.4%
Nursing	– 58.2%
Pharmacy	– 86.9%

Chapter Five

THE INDEPENDENT SECTOR AND THE CRITICAL 1970's

The great demand for admission to college that had come from the large number of high school graduates in the 1960's continued into the 1970's, but the year 1969 marked a decline in growth for the independent sector. That fall full-time undergraduate enrollment was four percent less than it had been the year before. This event may have seemed an exception since the following year enrollment shot up again by six percent. But in the fall of 1971 enrollment again dropped by eight percent, over 14,000 students. Meanwhile, enrollment in the government-sponsored sector continued its sharp rise because of new community colleges that came into existence and the recently established "open admissions" policy at CUNY.

The cIcu's **1972 Statewide Master Plan** cited the "academic depression" in the independent sector. In January 1968 when the Bundy Report was published, that Committee remarked on how surprised it had been to discover the relatively mild financial difficulties of the independent sector.

It was believed that about $30 to $35 millions in state aid were sufficient to overcome any of its problems. With that modest infusion of government support the independent sector could be expected to display "vigorous health for the foreseeable future." The Committee said, "There is no present evidence for any conclusions that private institutions as a whole are 'losing students' or 'pricing themselves out of the market.' "[4]

During the eight years since the Bundy report, tuition charges in New York's independent sector have increased more sharply than in any other period of history. In contrast the City University and the State University have maintained low tuition rates. While independent campuses are compelled to tax users with record-high tuition charges, the government universities receive most of their funding from public appropriations. SUNY receives 80 percent of its funds from tax-levy sources, and CUNY receives 85 percent. In Fall 1976, both government-sponsored universities will charge freshmen and sophomores $750 in tuition, upperclassmen will be charged $900, while tuition charges at independent institutions will increase an average of $250 to exceed $2,900.

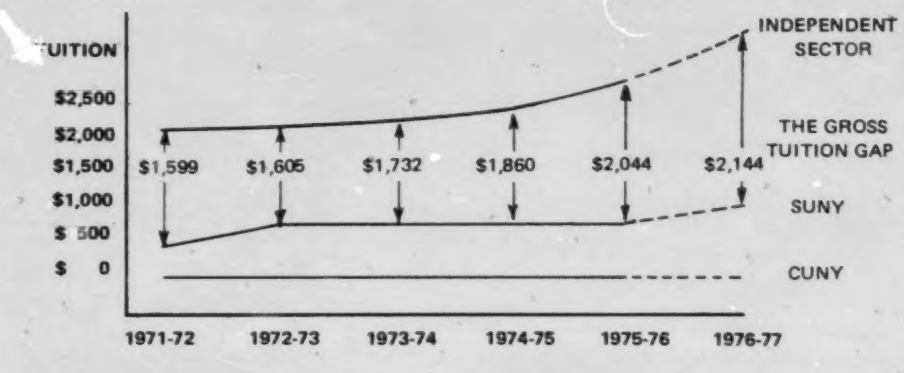
The ever-increasing gap between the tuition independent institutions must charge and that levied by government-sponsored institutions is a major reason for the fiscal and enrollment problems of the independent sector. Chart 5-1 vividly illustrates the tuition gap.

CHART 5–1

THE GROSS TUITION GAP

Comparison of Weighted Average Tuitions at Independent Institutions and SUNY and CUNY Tuitions

FRESHMAN LEVEL



The Tuition Assistance Program (TAP), which went into effect in the fall of 1974, was of benefit to the independent sector since it reduced the cost barrier and thereby increased choices among post-secondary institutions for moderate and low income high school graduates.

But there has been no annual economic review of TAP. The award that a student received in 1974 has been substantially cut by inflation and does not stretch as far to meet the college bills of 1976. The chasm between TAP awards and actual charges is a real and growing one for independent sector students. Two years ago these undergraduates were charged a tuition that averaged less than $2,400. Those at the lowest income levels received TAP awards of $1,500. They had to cover a $900 balance. In Fall 1976 they will have to raise $1,400 from non-TAP sources since their gross tuition charge will average over $2,900.

In contrast, tuition at the State University will go up by $100 in Fall 1976. For the lowest income SUNY students it will mean an automatic increase in TAP awards and almost half of SUNY's students will feel no effect from the tuition rise.

For the identical income students on independent campuses, no increase in TAP will be forthcoming to meet much higher tuition charges. The disparity is evident in this table for the coming academic year:

TABLE 5–1

NEW YORK STATE TUITION ASSISTANCE PROGRAM

TAP-gap for 1976-77 Academic Year

SUNY/CUNY

Student's Net Taxable Income	Lower Division Tuition $750		Upper Division Tuition $900	
	TAP	gap	TAP	gap
$ 2,000 or less	$750	0	$700	$200
$ 5,000	$570	$180	$520	$380
$10,000	$200	$550	$150	$750
$15,000	$100	$650	$100	$800
$20,000	$100	$650	$100	$800

INDEPENDENT CAMPUSES

Student's Net Taxable Income	Lower Division Tuition $2,900		Upper Division Tuition $2,900	
	TAP	gap	TAP	gap
$ 2,000 or less	$1,500	$1,400	$1,300	$1,600
$ 5,000	$1,320	$1,580	$1,120	$1,780
$10,000	$ 950	$1,950	$ 750	$2,150
$15,000	$ 450	$2,450	$ 250	$2,650
$20,000	$ 100	$2,800	$ 100	$2,800

It should not be surprising that because of higher tuitions many independent institutions are compelled to charge, there are many fine colleges and universities that have suffered declining enrollments since 1970. Only in 1975 has there been fewer than 50 institutions that have suffered declines in full-time undergraduate enrollment; in 1973 there were 70 such schools.

There were 45 schools whose full-time undergraduate enrollment was less in 1975 than it was in 1970. The percentage of such declines are illustrated in the following table:

TABLE 5–2

INSTITUTIONS WHOSE FULL-TIME UNDERGRADUATE ENROLLMENT IS LESS IN 1975 THAN 1970

109 Institutions Surveyed

Total Institutions–45

Percentage Decline	
50% +	3
40% +	0
30% +	9
20% +	10
10% +	9
5% +	6
1% +	8
	45

In the five years since 1970 there were only seven institutions out of 109 that had not suffered at least one year of declining enrollment. Six schools had a decline in all five years and 16 others had decreases in four of the five years. The following table gives the figures on the number of years of declining enrollment:

TABLE 5–3

NUMBER OF INSTITUTIONS WITH YEARS OF DECLINING FULL-TIME UNDERGRADUATE ENROLLMENT

5 Years	6
4 Years	16
3 Years	27
2 Years	35
1 Year	18
No decline	7
	109 Institutions

Graduate full-time enrollment has remained fairly stable and there has actually been a seven percent increase in such enrollment since 1970. Nevertheless, out of 51 institutions studied, ten had a smaller enrollment than they had in 1970, and four of these ten had a drop of more than 50 percent. Further, it is of particular importance that two

universities have suffered declines of 28 percent and 34 percent since 1970.

The clcu considers 32 of the 109 institutions examined in its enrollment study for the period 1970 to 1975 to be in deep distress. The criteria for such an assessment are based only on full-time undergraduate enrollment. They are: (1) enrollment was less in 1975 than in 1970; (2) and/or there were enrollment declines in four of the five years studied; (3) and/or the enrollment decline from 1970 to 1975 was ten percent or more. The percentage of decline in enrollment is as follows:

TABLE 5–4

INSTITUTIONS IN DEEP DISTRESS

Full-Time Undergraduate Enrollment

Criteria: (1) Enrollment less in 1975 than in 1970.
(2) Enrollment decline in 4 or 5 years from 1970-75.
(3) 10% or more decline in enrollment.

Total Institutions: 32 of 109 studied

Percentage Decline:

50% or more	3
40-49.9	0
30-39.9	9
20-29.9	10
10-19.9*	10

*One institution had decline of 8.5% but other factors mandated inclusion on this list.

It has already been pointed out that because of the great income dependence of the independent colleges and universities upon tuition, these schools continue to be in fiscal trouble. Between 1970-71 and 1974-75, 65 of 97 institutions studied had a deficit in at least one of these years. The total deficit for all these institutions for the five years was $138 millions. Three New York City institutions had deficits in all five years and 33 institutions had deficits in at least three of the five years. It is of further significance that the total debt for any one year continues to increase; in 1970-71 the total debt was $21 millions and in 1974-75 the total debt was $40 millions.

Capital indebtedness of the independent institutions is large and must be considered a significant factor by the state when it examines the condition of the independent sector. This is true because much of the indebtedness is to the New York State Dormitory Authority. The total outstanding indebtedness to state and federal agencies is $812,660,000 as of November 1975. The breakdown of this figure is as follows:

TABLE 5–5

OUTSTANDING INDEBTEDNESS

Independent Institutions

To New York Dormitory Authority 53 Institutions	$591,215,000 (as of 11/75)
To U.S. Department of Housing and Urban Development 59 Institutions	171,264,000 (as of 6/75)
To U.S. Department of Health, Education & Welfare 34 Institutions	50,181,000 (as of 6/75)
Total	$812,660,000

One way of judging the size of long-term indebtedness, which is capital indebtedness and operating debt together, is to contrast it to the annual total income of an institution. In 1974-75 there were 22 institutions which had such indebtedness that was more than 100 percent of their annual total income:

TABLE 5–6

OUTSTANDING INDEBTEDNESS

Institutions where long-term debt was more than annual total income in 1974-75:

Number of Institutions	22
300% or more	2
200% or more	4
150% or more	4
100% or more	12

It is assumed by many that independent colleges and universities have sizeable endowments to which they may resort to meet their obligations in times of fiscal stringency. Some institutions have done so, and as a result, there have been schools where endowments have dwindled into insignificance. The following table gives five illustrations:

TABLE 5–7

UNRESTRICTED ENDOWMENT

		1970-71 (Millions)	1974-75
Some examples of declines:	Institution #1	$48.0	$14.6
	Institution #2	15.1	7.1
	Institution #3	15.0	9.6
	Institution #4	.672	0
	Institution #5	1.5	0

Most colleges and universities never had large endowments. For the total independent sector, endowment income is only five percent of educational and general revenues. A survey taken by the cIcu shows that for 79 institutions the market value of their endowment in 1974-75 was $1,637,462,075. Twenty-four of the seventy-nine institutions had 94 percent of this total. From 1970-71 to 1974-75 there was a ten percent drop in the value of unrestricted endowment funds. The following table gives the distribution of the endowment funds:

TABLE 5–8

ENDOWMENT

Market Value for 79 Institutions
1974-75 $1,637,462,075

Distribution of Endowments

	# of Institutions
$ 100 Millions+	5
25-100 Millions	5
10- 25 Millions	7
5- 10 Millions	7
	24

24 Institutions account for 94% of all market value endowment.
24 Institutions have $1,541,963,000 of endowment; 30% of this endowment is unrestricted.

Another little recognized but important indication of the financial weakness of the independent institutions is the growing extent of interfund borrowing. This is the taking of money from endowment or plant funds to finance current operations. Of 81 institutions surveyed, 28 had borrowed from these funds and 15 had to borrow in all five of the years surveyed. (See Table 5-9).

TABLE 5–9

INTERFUND BORROWING

28 of 81 institutions surveyed took money from endowment or plant funds to finance current operations:

1970-71	$13,604,402
1971-72	9,269,382
1972-73	13,354,372
1973-74	15,877,740
1974-75	10,151,448
Total	$62,257,344

Institutions Which Borrowed During:

5 Years	15
4 Years	3
3 Years	4
2 Years	3
1 Year	3
	28

Fortunately the alumni and friends of the independent colleges and universities have remained loyal and have indicated their faith in these schools. Voluntary annual giving has increased by about six percent during the last five years, but this is a rate that is only a fraction of inflation. Overall, national surveys have recently shown that there has been a general decline in donations to higher education. (See Table 5-10).

TABLE 5–10

VOLUNTARY ANNUAL GIVING – 1970-71 to 1974-75

73 Institutions
For 5 Year Period (1970-75)
$560,944,863

1970-71	1974-75
$100,195,502	$106,115,818

Over 5 Year Period
5.9% Increase

For general public consumption, campus administrators will usually assume an optimistic stance about their college's condition. At the same time spokesmen for the independent sector are warning that for at least five years there has been a slow deterioration in its financial condition. While the City University and State University are facing retrenchment for the first time and have ceased to speak confidently of the future, there are many independent institutions which have been engaged in that grim exercise for years. It cannot be assumed, as some have, that if several independent institutions are forced to cease operations, their students can be absorbed by the government-sponsored institutions. The government-sponsored campuses are now limiting their enrollments and the taxpayer is increasingly aware that with every student who transfers from an independent institution to a government-sponsored institution there is a high incremental rise in tax-levy demand for higher education support.

On the other hand, independent colleges and universities do not seek to limit enrollment. A survey taken by the cIcu in January 1976 indicates there are at least 47,000 vacancies in these schools that can be filled without any additional classrooms being constructed. In fact, with relatively low investment of tax-levy funds for institutional support, increased enrollment will improve the financial condition of these schools because of their great dependence on tuition for income. What is needed from the State is an improved Tuition Assistance Program so that students can have a greater choice of schools and programs. Thus students may make educational choices based upon academic programs rather than tuition costs. Paired with modest improvement of institutional aid to counter inflation, this would come to a far less costly tax-levy requirement than the present trend toward providing access predominantly through government-sponsored institutions.

Chapter Six

THE EXPECTED DECLINE IN HIGH SCHOOL GRADUATES

In the heady days of 1960 the Heald Committee predicted there would be 266,000 high school graduates in 1975. There were 249,670. We now know that the number of high school graduates will in fact decline in 1977 from the high point of 251,463 in 1976. This decline in high school graduates will continue for the rest of the century. What happened is that live births for the nation as a whole declined in 1962 and New York State has been witnessing the effect of decreased birth rates in its elementary school enrollments. Table 6-1 shows the number of high school graduates that may be expected.

TABLE 6–1

NEW YORK STATE HIGH SCHOOL GRADUATES

Year	Number of Graduates
1960	166,816
1965	219,616
1970	233,637
1975	249,670
1976	251,463
1977	247,770
1980	243,080
1985	205,525
1990	166,788

The State Education Department has been advising all colleges and universities to plan for major enrollment declines and for a possible decrease in public support for higher education.

The Department has categorized every institution of higher education into groups that represent projections of the size of enrollment declines that each school may expect during the 1980's. For the remaining years of this decade the Department believes most independent institutions will experience relative stability in enrollment, but the two-year colleges and several small four-year liberal arts colleges will most likely experience declines in enrollment.

According to the Department, not all of the enrollment declines by institutions will occur in the independent sector. The City University may expect enrollment declines of better than a third. There will be enrollment declines in the State University although it is expected that enrollments at the university centers might even continue to increase in numbers.

Independent institutions may expect the following levels of enrollment in the 1980's, according to the State Education Department:

TABLE 6–2

EXPECTED ENROLLMENT DECLINES FOR FULL-TIME UNDERGRADUATES AT INDEPENDENT COLLEGES AND UNIVERSITIES

		# of Institutions
Category I:	Enrollment Decline of 40% or more	20
Category II:	Enrollment Decline of 30% to 39.9% or more	27
Category III:	Enrollment Decline of 20% to 29.9% or more	29
Category IV:	Enrollment Decline of 10% to 19.9% or more	8
Category V:	Enrollment Decline of less than 10%	28
	TOTAL	112 Institutions

Needless to say, many of the State's colleges and universities disagree with the State Education Department's assessment of their future enrollment expectations. What the schools are planning to do about the expected general decrease of high school graduates is a question that the institutions have addressed in their 1976 master plans.

One criticism of the Education Department's enrollment projections is that they were based on students in the traditional age group of 17-to-22 years of age. Several schools such as Bard, C.W. Post, Elizabeth Seton, Mercy, Nazareth, and the Rochester Institute of Technology pointed out in their master plans that they have been serving the needs of older and non-traditional students for some time. Schedule One (See Appendix) shows that 36 percent of all students in the independent sector attend school part-time, and this figure for 1975 contrasts with 31 percent in 1970. Fifty-six percent of these are graduate students. The specialized colleges and universities have 57 percent and 50 percent of their students enrolled on a part-time basis.

For the first time the Regents requested enrollment

information from institutions of higher education on the basis of age. It should be noted that the colleges and universities in the independent sector have responded well to the Regents' requests that innovative methods be found to serve the increasing educational needs of the state's citizens who are older than 22. In fact, for some time now, the College of St. Rose, Maria and Mercy Colleges have sought the registration of senior citizens by offering them the chance to study tuition-free.

Schedules Two and Three (See Appendix) give us interesting information. Among full-time students, one-third are over 22 years of age in the independent sector, and of these numbers, 26 percent of the graduate students are over 30. Of particular interest is the revealing information that 48 percent of the students at engineering and technical schools are over 22 years of age.

Seventy-five percent of the part-time students are over 22 years of age, and 48 percent of the graduate students in this category are over 30. Roughly one-half of the part-time graduate and first-professional students are between 35 and 45 years old.

We know, therefore, that the independent colleges and universities have been serving older and non-traditional types of students for some time. In addition, these schools are planning to offer programs where the students are at locations removed from their campuses and in situations that are novel.

There is a growing tendency among many institutions to develop extension centers and/or branch campuses. In some cases this movement involves the cooperation of a large university with a small college located in a suburban setting. But even small colleges such as Houghton and St. Joseph's are developing branch campuses. Another small campus, Mercy College, has four extension centers located in various parts of Westchester County and New York City. Through local consortia some colleges are offering joint programs in new locations.

There is a movement to take the classroom to prospective students at industrial plants and at government facilities. Dowling, C.W. Post and New York Institute of Technology are involved in this approach to serving new students.

Many of the new types of students that are being sought have unique situations. High school students of talent are being offered the opportunity to begin college early by such schools as Syracuse University and St. John Fisher. Marist, Russell Sage, and Skidmore Colleges have programs for prison inmates. Touro College is developing a program for bilingual citizens. There are also special programs for armed forces personnel.

Course work is increasingly being offered at times that are more convenient to older students. The "Weekend College" concept, which Adelphi and C.W. Post developed, has been adopted by many colleges. Other schools which have been reluctant to do so in the past, are changing their graduation requirements to enable students to obtain a degree on a part-time basis. Others are establishing day-care facilities for the convenience of mothers.

In the search for both students of the traditional college-going age and older students, it has been noted that many schools are intensifying their recruitment efforts and resorting to advertising more frequently. Thus the search for students will intensify.

The general tenor of the master plans of the independent colleges and universities is one of optimistic hope despite the enormous fiscal pressures they now confront and the acknowledged problems of the 1980's.

Chapter Seven

cIcu TASK FORCE ON LONG-RANGE FINANCING OF INDEPENDENT HIGHER EDUCATION

The cIcu Board of Trustees on March 26, 1975 authorized the appointment of a task force to recommend alternatives which would lead to an optimum plan for the long-range financing of independent higher education in New York State. The recommendations that appeared in the first chapter of this plan are based upon the guidelines established in that task force's report.

The task force's work was based upon several assumptions. One objective was to provide students with the opportunity for reasonable freedom of choice between government-sponsored and independent institutions. Further, any funds received by the independent sector from the state would not depend on tuition levels at SUNY and CUNY.

The task force studied many different approaches to the financing of higher education in the U.S. and abroad. It carefully examined studies published and sponsored by New York State during the last fifteen years.

At the cIcu Board of Trustees' meeting on September 17, 1975, four guidelines were adopted which can be expected to orient the independent sector in the development of its policy objectives during the next four years. They were as follows:

1. That the total funds appropriated to the independent sector by the State of New York be equivalent, on a per student basis, to 35 cents for each dollar in net tax-levy operating costs, including debt service, at the State University of New York.
2. That there be a mix in the flow of state tax-levy support to the independent sector of direct institutional aid (Bundy aid) and student aid, and that the Tuition Assistance Program (TAP) be extended to graduate and professional students as well as part-time students while TAP for undergraduates is made more significant.
3. That in the appropriations received from the State the proportion of institutional aid to student aid would be in a ratio of one to two.
4. That the implementation of these proposals would be phased in over a four-year period.

The guidelines introduced a new approach of relating State aid to the independent sector as a percentage of state aid to the government-sponsored sector. This yardstick feature should be attractive to the executive and legislative branches.

Other than the objective of providing students with greater freedom of choice among a large and diverse group of institutions in New York State, this approach would keep the independent colleges and universities alive and strong — and at less cost to the State than would be the case if there were continual erosion of enrollment proportions from the independent sector. Other advantages would be a reduction of the tuition gap, no need for expansion of government universities, and a lowering of reliance on unfunded student aid by the independent institutions.

Footnotes, Charts and Tables

FOOTNOTES

1. Committee on Higher Education (Heald Committee), *Meeting the Increasing Demand for Higher Education in New York State, A Report to the Governor and the Board of Regents,* November 1960, p. 4.
2. *Ibid* pp. 6, 24, 55.
3. Regents of State of New York, *Report of the Regents Advisory Commission on the Financial Problems of Postsecondary Education,* September 1975, p. 34.
4. Select Committee on the Future of Private and Independent Higher Education (Bundy Committee), *New York State and Private Higher Education,* 1968, p. 36.

CHARTS

3-1. p. 11
State Education Department and State of New York Executive Budget, 1976-77.

5-1. p. 16
cIcu Surveys.

TABLES

3-1. p. 10
State of New York Executive Budget, 1976-77.

3-2. p. 11
Ibid.

3-3. p. 11
Ibid., State Education Department, cIcu Task Force on Long-Range Financing of Independent Higher Education.

4-1. p. 14
State Education Department.

4-2. p. 15
State Education Department, Regents 1974 Progress Report.

4-3. p. 15
State Education Department, *The Higher Education System of New York State,* March 1976.

4-4. p. 15
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4-5. p. 15
State Education Department.

5-1. p. 17
Based upon announced tuition levels in the State University of New York and the current TAP schedule.

5-2. p. 17
State Education Department

5-3. p. 17
Ibid.

5-4. p. 18
Ibid.

5-5. p. 18
New York State Dormitory reports; First Albany Corporation Research Report, November 1975; Regents 1974 Progress Report; cIcu correspondence with United States Departments of Health, Education and Welfare and Housing and Urban Development.

5-6. p. 18
First Albany Corporation, *op. cit.*

5-7. p. 18
cIcu Survey, January 1976.

5-8. p. 19
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5-9. p. 19
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5-10. p. 19
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6-1. p. 20
Regents of State of New York, *Postsecondary Education in Transition, Regents 1974 Progress Report on Education Beyond High School,* 1974, p. G-4.

6-2. p. 20
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Appendix A

MISSION AND GOALS OF THE INDEPENDENT SECTOR

The mission of an institution of higher education reflects its basic educational philosophy. It is to be expected, therefore, that there would be little change in this statement. Such is the case for New York's independent colleges and universities.

According to **The Bulletin of the Regents 1976 Statewide Plan for the Development of Postsecondary Education,** a goal is a "highly desirable condition which is sought." There have been changes in goals which reflect intentions to seek fulfillment of the Regents' five long-range goals for the development of all education beyond high school which were enumerated in the Regents' 1972 Statewide Plan. These goals of the independent colleges and universities are also a response to New York's changing social and economic environment.

Within the independent sector there is a wide diversity of institutional missions. There are universities of national and international repute which are dedicated to distinguished scholarship and research. Columbia University says that its purpose is to preserve, communicate and advance knowledge. The University of Rochester wishes to convey to its students a spirit of inquiry and an appreciation of learning and scholarship. Cornell is unique in that its mission also embraces the concept of being the state's historic land-grant institution.

In a period when the value of a liberal arts education has been questioned by many, the majority of the independent institutions endorse this concept as being an effective academic base for an informed citizenry and career preparation.

More and more colleges are recognizing student demands for career preparation. Nazareth College believes that the liberal arts are their central commitment and that such a foundation is "obligatory" for career preparation. Elmira College stresses the practical application of knowledge to a student's goals and real-life endeavors.

Many of the independent colleges are nationally known for the high standards they demand of their students and this concern for academic quality appears in the mission statement of many institutions. Such large schools as New York University, the University of Rochester, and Long Island University stressed high standards; within the latter university, Southampton College has expectations of a limited enrollment and curriculum for a highly selective student body. Smaller institutions such as Barnard, Colgate, Medaille, St. Joseph's, Vassar and Wells also stress quality of education. The Polytechnic Institute of New York hopes to become the major technological resource in higher education for New York State and an important center of international-oriented programs for teaching and research in technology.

A large number of the colleges and universities, both large and small, view the personal and intellectual development of the student as central to their mission.

There is a strong desire to prevent the educational process from being impersonal. Pace University sees the student as the central concern of its responsibilities and has as its aim to enable the student to become a "complete human being," one who will contribute to the welfare of society. Skidmore College believes the liberal arts are the best means of preparing young people for lives of continuing personal growth and service to the community. Bard College wishes to prepare students for "lives of humane, personal growth and critical public endeavor." Mt. St. Mary College hopes to convey to the student an attitude that learning is a life-long process as well as to help the student learn to know herself.

The mission of Hobart and William Smith Colleges illustrates a typical melding of the liberal arts as the best way to prepare young men and women for participatory citizenship. Their mission states:

> *Our Colleges are committed to the tradition and relevancy of a residential liberal arts education as the best means by which young men and women can be helped to discover their own true talents and those of their associates, be oriented in time and knowledge, be taught to think and perceive and communicate, and in so doing, be inspired toward a life of leadership and service.*

Among the diverse group of independent institutions are a number which have as their mission professional education. These schools include law schools, medical and other health related schools, schools of music, and those that stress technological skills. Even among these schools, there is an emphasis on the personal development of students. For example, the Manhattan School of Music has as its central purpose the artistic and personal development of individual students. The New York Institute of Technology not only stresses career-oriented education but also the personal development of each student.

Only among the independent institutions can the reader find colleges that have a religious mission. Again, many of these colleges emphasize a "quality" education or a "liberal arts" education, but they are different in that they have qualified those missions as being within the Judeo-Christian context.

These institutions are dedicated to the development of personal values by their students. Houghton College is devoted to a "Christian, liberal arts education with emphasis on personal values in the evangelical tradition." Molloy College's mission is the teaching of the liberal arts within a framework of the Judeo-Christian traditions and the development of a relationship with God. Roberts Wesleyan College wishes to provide a quality education within a Christian community rich with values. Mater Dei College is Catholic and stresses the cultural traditions of American Catholics and the humanities as it strives to "pass on the light of the Christian message," along with its secular academic curriculum to a student population that has a significant representation of Native Americans hitherto effectively excluded from higher educational access.

It is of special note that while such colleges as Marymount and Wells emphasize their dedication to the education of women, there is only one college (Hamilton) in the state that is exclusively for men.

Because the institutions in the independent sector have varied missions and are "independent" from any central controlling agency, their goals are diverse and sometimes they move in different directions to fulfill their objectives. In some cases they also compete with one another in their desires to be responsive to society's educational needs.

Throughout the master plans of the independent colleges and universities appears the overwhelming desire to serve the community with innovative academic programs, with cultural offerings, and to meet the educational expectations of new populations of students.

One illustration of how institutions move in opposite directions to fulfill their objectives is the response to the Regents' enrollment projections for the 1980's. Because of the prospect of fewer students within the traditional age range of undergraduates, some schools have responded with plans to retrench and others have plans to establish extension centers or branch campuses to serve new populations of students.

Cornell University plans to maintain enrollment at 16,000 students at its Ithaca campus and to reduce the operating budget by 10 to 15 percent over the next three years. Barnard College will reduce enrollment and the size of its faculty and administration. St. Lawrence University has lowered its enrollment projections from what was predicted in 1972. While Juilliard will reduce its regular enrollment, it also plans to increase enrollment in its extension division to serve part-time students.

The general response to the Regents' warnings that there will be a decline in the numbers of high school graduates in the 1980's is to expand the number of curricular offerings and/or to develop extension centers or branch campuses in suburban areas.

Nine colleges wish to just expand their enrollment up to capacity. These colleges are Bennett, Dowling, Mater Dei, Mount St. Mary, Nazareth, Nyack, Polytechnic Institute, Roberts Wesleyan, and Wells College.

An interesting development in the expansion of academic programs is the proposal to establish the state's first school of osteopathic medicine at New York Institute of Technology. Adelphi University and St. John's University plan to expand their programs leading to the Doctor of Arts degree. A small liberal arts college, Dowling, hopes to offer master's programs in business administration and public administration and also revise its entire undergraduate program.

There is a growing trend for schools to offer programs in suburban areas for the convenience of citizens and also to tap new sources of students. The master plans of the independent institutions indicate no diminution of this movement. Fordham University plans a center in Westchester County. Mercy College, also located in that county, will offer courses for non-traditional students at "off-campus locations" in a variety of time frames. On Long Island, St. Joseph's College plans a branch campus in Suffolk County, and Molloy College plans to establish extension centers. The College of Mt. St. Vincent hopes to establish off-campus centers for the convenience of commuters.

In September 1976 Long Island University will open a new pharmacy school at its Brooklyn Center and foresees this new school as the nucleus of a College of Health Sciences that would open in 1980. The Brooklyn Center has extension centers at Queens Village, Bay Ridge, and on the campus of Mercy College. There are plans to expand the undergraduate as well as graduate offerings at these centers, and to establish two more extension centers by 1980 while also expanding the range of offerings at Mercy College.

The Polytechnic Institute of New York has a ten to fifteen year long-range goal to build a new campus in Brooklyn. There are also intentions to sponsor an educationally-related industrial park to be located somewhere in the metropolitan area.

Many colleges are seeking to expand educational opportunities to prospective students who are not in the traditional college-age group. At the lower end of the age spectrum, it is possible for talented high school students to either take college-level courses at their own schools or on college campuses. The courses are usually taught by professors, but there are programs where these courses are taught by high school teachers under the faculty supervision of the college that sponsors the program. Syracuse University's Project Advance is the best known program in which over 50 high schools are participating. The C.W. Post Center of Long Island University will encourage high school students to begin their college courses at their own schools in a "Middle College Program." Skidmore College has a "high school release program" for outstanding high school students and plans to study a summer program for high school juniors. Elizabeth Seton College also has a program for high school students.

At the same time, many colleges and universities are seeking to extend educational opportunities to older students. In the cIcu's 1974 Progress Report to the Regents, it was reported that the College of St. Rose, Maria and Mercy Colleges offered senior citizens the opportunity to study tuition-free. Medaille is planning to adopt this policy. Hartwick College is also exploring increased service to senior citizens. Elizabeth Seton, LeMoyne, and Niagara University plan to increase the number of low-income disadvantaged students. Niagara also has intentions to offer programs to Canadian citizens in the Province of Ontario. The Junior College of Albany, a division of Russell Sage College, and Marist College have programs for prison inmates. Skidmore College has set as one of their goals the search for funds to expand their program for prisoners and ex-offenders.

Such colleges as the College of Mt. St. Vincent, Hofstra, Manhattan, Molloy, Rochester Institute of Technology, Sarah Lawrence, and St. John Fisher have supported continuing education programs for many years.

Earlier in this report it was noted that a growing number of schools were giving increasing attention to emphasis of career orientation. Among these schools are the following which have been articulate supporters of the liberal arts concept: Canisius, Hartwick, Houghton, Russell Sage, Skidmore and Wells.

There has always been concern among independent institutions to open to their communities access to educational, cultural and recreational events on campus. Fourteen institutions gave special notice to this service as one of their most desired goals. Many would also agree with the University of Rochester that the best way to provide public service is to be "the best institution that they are capable of being."

Amplification of Mission

The Regents have asked institutions to amplify their mission statements as presented in their 1976 Master Plans through a self-description containing the following components: (1) specific examples of how an institution differs from other institutions; (2) student expectations of educational accomplishment; (3) student profiles of family income, geographic origin and prior academic achievement; (4) available resources vis-a-vis student/faculty ratio, current fund dollars expended per student, facilities space and library holdings per student; and (5) special programs for adult continuing education, disadvantaged and transfer student populations.

The response of the independent sector to these inquiries attest to the diversity and flexibility of its character. The following paragraphs attempt to summarize the institutional responses to these questions and provide specific examples and references to particular institutions where appropriate.

Unique Differences in Institutional Characteristics

Facing severe competition for capable and qualified students, both among themselves and with SUNY and CUNY, independent institutions are well aware of the need to establish their own unique identities and to develop policies and programs which will set them apart from other institutions. Thus, the make-up of the independent sector reflects a wide range of types of institutions including large urban universities like N.Y.U., traditionally Roman Catholic institutions as large as St. John's University and Fordham University and as small as Maria College and Harriman College, traditionally Protestant colleges such as Houghton and King's, highly specialized career-oriented colleges such as The Academy of Aeronautics and The Culinary Institute, nationally-known research universities like Cornell and others, as well as many professional training institutions in education, medicine and law.

There are also abundant examples of specific policies and programs which distinguish independent institutions from other campuses, particularly neighboring colleges within their own geographical region. The Academy of Aeronautics, for example, maintains an "open admissions" program — similar to that of the City University, but unique among other independent institutions in the New York City metropolitan area. Mater Dei College on the Canadian border provides education for Native Americans on the Regis Mohawk Reservation. Dowling College on Long Island's South Shore owns its own island and has a well-known research program in marine biology. Rochester Institute of Technology, through its National Technical Institute for the Deaf, offers degree programs for the hearing-impaired and sponsors training and research activities related to this handicap.

Elizabeth Seton College in Yonkers is distinguished from other institutions in its area by its Weekend College, in which adult students can earn an associate degree in six trimesters by attending classes every third weekend. These and other such programs suggest a high level of initiative, diversification and flexibility in order to meet the changing needs of society and, more importantly, as a means of institutional self-preservation in a time of shrinking enrollment and increasing competition for qualified students.

Student Expectations for Educational Accomplishment

In terms of educational accomplishment, the responses again reflected the diversity of the independent sector. Statements of expectations ranged from the general, such as "a critically trained intellect" and "to broaden and enrich students' lives," to the more concrete. Examples of the more specific expected achievements were usually related to career-oriented pursuits, such as proficiency in musical performance, or to academic achievement as measured by post-undergraduate studies. One institution reported as many as 50 to 60 percent of its graduates from four-year programs continue their study in graduate or professional programs.

Institutional studies of alumni to assess educational experience were sporadic. Only a few colleges reported any such studies having been made. However, several others did indicate an intention to initiate such studies of past students

for self-evaluation purposes as well as to determine educational and career achievements of their alumni.

Student Profiles

INCOME

Due to the wide range of reporting methods of the institutions it is not possible to present an aggregate income schedule for the independent sector. Further, there was little data presented on income breakdowns for graduate and professional students. The most conclusive statement that can be made regarding parental income of undergraduate students is that the independent sector does serve the total population from the lowest to the highest income groups. Data from the State's Higher Education Services Corporation indicates the income profile for the independent sector is essentially the same as for the government-sponsored sector.

Financial aid, however, does play a major role in enabling low to middle income students to attend independent institutions. One small two-year college (Mater Dei) reported that as much as 80 percent of its full-time student body receives some form of financial aid. A small upstate university noted that student aid is necessary to maintain half of its enrollment. Other institutions reported percentages of student aid recipients to be 30-70 percent of their population. Again, the flexibility of the independent sector in serving all citizens is reflected in the income profile of its students.

PRIOR ACADEMIC ACHIEVEMENT

Where such information was given, most institutions reported Scholastic Aptitude Test scores. American College Testing (ACT) Assessment Program and College Entrance Examination Board scores were less frequently reported, and in some cases institutions reported that such test scores are not required for admittance.

Of the SAT scores reported, the math mean was generally slightly higher than the verbal mean. However, the range of average scores varied from the mid-400's (which is about the national norm) to the low 500's. At some of the more selective institutions, mean scores did climb into the mid to high 500's.

GEOGRAPHIC ORIGIN

As with the income analysis, different reporting methods preclude any aggregate statement on the geographic origins of students in the independent sector. However, the data reported again suggests a wide range among the institutions in the geographic composition of their student bodies, from one upstate college with only 34.9% of their full-time students from New York to the suburban Long Island universities which draw almost all of their enrollment from local counties.

In analyzing the geographic make-up of institutions in the independent sector, it is useful to look at regional characteristics, as follows:

(a) New York City Metropolitan Area: There is as much diversity among the New York City institutions in this regard as there is in the whole independent sector. The large urban universities of national renown such as Columbia University and New York University draw students at all levels (undergraduate, graduate and first professional) from all over the country as well as a significant percentage of foreign nationals, particularly at the graduate level at Columbia University.

The specialized music colleges in New York City also enjoy an international enrollment of from 8 - 15 percent. These colleges generally draw about 50 percent of their enrollments from New York State.

Other institutions in the metropolitan area, however, have a more local student body. About 85 percent of Fordham's total student body originates from New York State. Of those from New York State, 78 percent are also from either the New York City or Long Island regions. Polytechnic Institute of New York is a largely commuter campus, where 75 percent of its students are from local counties and another 20 percent come from other areas in New York State. The Academy of Aeronautics also has a highly local population. Eighty-seven percent of its students are from local counties while another six percent are from Westchester and other upstate regions.

(b) The Long Island Region: As mentioned earlier, most of the institutions on Long Island enroll students whose parents reside in New York State. Some examples of percentages of instate enrollment are: Adelphi — 91% for undergraduates, 85-90% of graduate students; Hofstra — 95% undergraduate and 99% of graduate enrollment; C.W. Post — 93% for all students; Molloy College — virtually 100% of the students; Dowling College — 97% of its undergraduates.

Of the above-named institutions, the percentage of students from Long Island can be extrapolated for only Adelphi (69%), Molloy (87%) and Dowling (88%).

(c) Upstate Metropolitan Areas: The Rochester and Buffalo areas also have a wide range of institutions in their midst from the multi-division institutions such as University of Rochester and Rochester Institute of Technology to smaller commuter colleges such as Hilbert. Virtually all students at the latter institution are commuters from local or nearby counties, while the former again draw from a national, and even international, pool.

While one university has a majority of resident New York Staters among the undergraduate classes, its graduate enrollment is made up of only 38 percent from New York, and nearly 15 percent of its graduate students come from foreign nations. It's first professional enrollment is approximately evenly distributed between New Yorkers and students from other states.

R.I.T. draws about two-thirds of its student population from New York, half of which comes from local counties. Canisius College, on the other hand, reports that 90 percent of its students are residents of the Buffalo Metropolitan area.

(d) Upstate Four-Year Colleges: Many other independent institutions are scattered throughout the state in rural, semi-rural and upstate suburban areas. Of these, King's, Skidmore, Vassar and Wells appear to draw primarily from a national pool.

At the large college complexes such as Colgate and

Ithaca, about half of the students are from New York, while St. Lawrence University draws about two-thirds of its students from New York.

In the mid-Hudson region, the four-year colleges in this sample draw most of their students from local counties or the New York City or Long Island areas.

(e) Upstate Two-Year Colleges: As can be expected, most of the two-year colleges are predominantly commuter colleges such as Harriman, Mater Dei, Maria and Villa Maria. Exceptions are Bennett, which has about 50 percent in-state enrollment, and such specialized institutions as the Culinary Institute of America.

Resources Available

The responses to the Regents' inquiry as to resources available are inconclusive due to the varying measurements used to compute student/faculty ratios, current fund expenditures per student, and facilities space and library holdings per student. For institutions with a large part-time enrollment, use of a full-time enrollment figure as opposed to full-time equivalent figure would produce quite different results. There is little comment to be made, therefore, about actual ratios in the above categories.

With regard to faculty/student ratio, there is one significant comment to be made, however. Several institutions did indicate that they expected faculty/student ratios to increase in the years ahead. Some mentioned the need to adjust this ratio in view of the period of retrenchment facing them. But it was stressed that quality of education would not be sacrificed to achieve this end.

Special Student Populations

The independent sector is committed to the Regents' goal of increasing access to higher education among special population groups. These groups include those students outside the traditional college-going age groups who demonstrate interest in pursuing post-secondary education. Also included, however, are senior citizens, prison inmates, veterans, armed forces personnel and economically disadvantaged citizens who have been denied access to higher education in the past and for whom post-secondary institutions have sought out to provide such opportunity.

In order to provide genuine access for these groups, many colleges have begun to accept measures of potential student capability other than standard high school transcripts and achievements test scores. The College Level Examination Program (CLEP), College Proficiency Examination (CPE) and advanced placement examinations are accepted by many institutions as a measure of academic achievement. However, while such examinations are recognized, many institutions do limit the amount of credits granted for them.

Comparatively few institutions give academic credit for life experience solely on the basis of an individual portfolio. Some institutions require demonstration of academic proficiency on examinations such as the CLEP. Overall, credit for life experience seems to be catching on. The guidelines of the Office of Non-Collegiate Sponsored Instruction were frequently mentioned by those institutions which do grant such credit. Other institutions noted that they had developed their own criteria for evaluating life experience. A few institutions indicated that credit for life experience was acceptable if such experience had taken place in coordination with regular academic course work (e.g., field work) at an institution of post-secondary education.

Thus, the admission parameters for the non-traditional student in the independent sector are flexible. Many institutions make special efforts to incorporate non-traditional students into their campus communities. Several provide special academic counseling for non-traditional student groups. Others offer more structured support. The C. W. Post Center of Long Island University, for example, has an association of non-traditional students with its own board of directors which can make recommendations to the administration of the college.

The special problems of accessibility and adjustment to post-secondary higher education of the non-traditional students vary among the different population groups. Below are described some of the steps being taken by the independent sector to increase access for these students.

CONTINUING EDUCATION FOR ADULTS

Continuing education programs are being offered by many campuses, though some are more highly structured than others. The most loosely structured programs offer evening and weekend courses (both credit and non-credit) for part-time students who are usually employed full-time during the day.

Others have adjusted their schedules to allow for completion of degrees on a part-time basis. Rosary Hill, for example, offers a Bachelor's Degree in Humanities which can be completed on a part-time basis in six years.

Extending this type of program further, some institutions have instituted "weekend colleges." At Elizabeth Seton College and Marymount College in Tarrytown, a student can earn a degree by attending class sessions every third weekend. At Elizabeth Seton, a student can earn an associate degree in two years at its Weekend College. Marymount College, which admits only women students for full-time study, will accept male students in the weekend program. To further increase accessibility, the College also provides day-care facilities for children of students. Long Island University's Brooklyn Center has established weekend extension centers to increase access for interested adult students.

Some institutions have established separate "schools" for adult students. Columbia University's School of General Studies admits adult students and veterans. Through its "validation program" it will also admit non-high school graduates and equivalency-diploma recipients. The College of New Rochelle has a School of New Resources for adult students only. This program has open admissions for interested students. Manhattan College also has a School of General Studies for Adult Men and Women. Other

examples of increasing access to higher education are the Adult Accelerated Degree Program of NYIT, Wagner's "Operation Access," Adelphi's "Adult Baccalaureate Life Experience Program," the Adult Program of Excellence at Touro College, the College of St. Rose's Degree Program for Experienced Adults, and Skidmore's University Without Walls which allows students to develop their own curricula.

All of the above-mentioned programs have in common a sensitivity to the unique needs of adult continuing education programs. They demonstrate particular concern for scheduling courses at flexible hours for both working and non-working students. Many institutions indicated that their adult degree programs are formulated to be flexible to the adult students' needs both as a citizen and as a career-minded individual. Hence, there are the granting of credits for life experience and the acceleration of some degree programs.

Extension centers are becoming increasingly popular. Cornell University has one as does Mater Dei College which is located at the St. Regis Mohawk Indian Reservation. N.Y.I.T. has a formal external degree program which requires on-campus attendance for only two weeks per year.

SENIOR CITIZENS

Several institutions grant free tuition to senior citizens. In 1974, only three independent institutions mentioned this policy. The 1976 Master Plans indicate that several additional institutions have followed suit and offer tuition discounts or complete tuition remission for senior citizens in credit-bearing courses.

Still other institutions allow senior citizens to audit courses on a space available basis.

Though special degree programs for senior citizens are uncommon, several institutions offer special workshops on such topics as preparation for retirement.

New York University has established a senior citizen center in each borough of New York City at which these adults are taught skills for relating to other senior citizens. Fordham University has a highly successful "College at 60" program.

Pace University also has an on-going program called the Pace Active Retirement Center which offers pre-retirement and retirement services to senior citizens.

VETERANS AND ARMED FORCES PERSONNEL

The two most frequently mentioned programs for armed forces personnel are "Project Ahead" and the USAFI program (United States Armed Forces Institute).

The goal of Project Ahead is to encourage capable students to begin taking college credit courses during their years in the service, and then to continue on a full-time basis upon their discharge. Colleges participating in this program usually admit capable students just before they begin service duty. While in the service, the student takes credit-bearing courses at the post-secondary institution in closest proximity to his base. In order to insure that the courses will be transferable back to the institution at which he was admitted, the student is given academic counseling by someone at the admitting institution.

When the student is discharged, his transcript is then re-evaluated before he can continue course work toward his degree.

The United States Armed Forces Institute (USAFI) offers college-credit courses to armed forces personnel. Several institutions mentioned that they will accept credits granted by USAFI.

Other institutions have developed programs of their own for servicemen. Elmira College brings instruction directly to a local army base, while Vassar College has developed its own Servicemen's Opportunity Program.

In order to foster college accessibility for veterans, several types of policies are used from flexible to open-admissions programs, as well as free or discounted tuition for those who have served in the armed forces.

DISADVANTAGED STUDENTS

The Higher Education Opportunity Program (HEOP), which is partially funded by New York State, is the most common program for economically and educationally disadvantaged students in the independent sector. Students admitted under this program are those who would not normally meet a participating institution's admission requirements. Presently, 69 separate programs operate at 60 independent institutions.

Participating institutions offer remedial academic work to these students in order to enable them to complete college level course work. Some institutions, such as Dowling College, offer special preparatory work for HEOP students in the summer. Those who already offer these HEOP programs demonstrate a commitment to opening access to higher education for educationally and economically disadvantaged citizens. Other institutions, though also interested in this goal, are deterred by fiscal considerations since the programs are not fully funded by the state and the institutions must dip into their already tight operating budgets for supplemental funding of the HEOP students.

One of the particularly unique types of programs for disadvantaged students is that which offers college credit course-work to prison inmates. Most of these existing programs operate as HEOP programs. The institutions bring instruction directly to the correctional facilities. For example, the Niagara Frontier Consortium which is composed of Canisius, Rosary Hill and Niagara University, participates in a joint venture to offer courses at the Attica Correctional Facility. Niagara University indicated that presently 21 classes are offered to about 70 inmates. The usual credit hour load is about 12 class hours per week. Rosary Hill mentioned that upon release, inmates are eligible for immediate transfer.

Rochester Institute of Technology also offers classes to Attica prisoners.

The College of St. Rose offers college credit and developmental courses for Albany County Jail inmates. However, the College did indicate that the high turnover rate is more conducive to the developmental courses.

Marymount Manhattan College in cooperation with

the Malcolm-King Harlem College Extension offers courses at Greenhaven Correctional Facility.

Siena College allows inmates to be integrated into the college community and finds the program "quite successful." They plan to continue to support this "very worthwhile program."

Other institutions such as the King's College indicated plans to investigate the feasibility of offering college credit courses to prison inmates.

BILINGUAL STUDENTS

A particular disadvantage for some students is a lack of proficiency in the English language. Bilingual students, then, are another element of the population which the independent sector has addressed.

A few institutions have initiated programs whereby such students are taught in their native language. One such school is the Universidad Boricua in New York City, a two-year college designed to meet the educational needs of Puerto Ricans and other Spanish-speaking people. While bilingual courses are usually offered to Spanish-speaking students, Touro College has addressed a special segment of its population by offering courses in the Russian language for its immigrant students.

TRANSFER STUDENTS

The Regents asked institutions to comment on their policies for acceptance of transfer students.

Many colleges have attempted to develop transfer policies which will be minimally disruptive for students pursuing a college degree. Articulation agreements with 2-year colleges, involving both government and independent institutions, are one of the means toward achieving this goal. These agreements may be with local two-year institutions or colleges throughout the state.

At the College of St. Rose, the policy is to minimize loss of credit for all two-year graduates. Other institutions, such as Colgate, give preference to transfers who already have associate degrees. Still others, such as St. Joseph's College and Wagner College, accept all credits gained through associate degrees granted by accredited two-year institutions.

As further evidence of the increasing attention given to transfer students, institutions such as Pace and Long Island Universities offer special scholarships to community and junior college graduates.

Further, some institutions accept as many as 20% of their "new" students as transfers, and one engineering college noted that 30-40% of their degree recipients each year were transfers to the college.

Summary

It is apparent that the independent sector offers a variety of programs which attempt to meet the needs of all citizens. Almost all of the institutions comprising this sector reach out to one "special" group or another.

There are, however, two somewhat frequently noted reasons why institutions have not developed continuing education programs. For example, competition with government-sponsored institutions or local secondary schools was cited as one cause, since these institutions can offer such courses at much lower cost to the student. Other institutions mentioned that their rural setting precludes the need for such programs as the market simply is not there.

PART A – PROFILE OF PRESENT ACADEMIC PROGRAMS

TOTAL – ALL INSTITUTIONS

HEGIS No.		No. of Registered Programs by Degree Level						No. of Certificates/Degrees Awarded in 1974-75					
		Cert.	Assoc.	Bach.	Mast.	Doct.	1st Prof.	Cert.	Assoc.	Bach.	Mast.	Doct.	1st Prof.
0100	Agric. & Nat. Resources		1	2					6	7			
0200	Archit. & Env. Design	20	16	18	22	2			5	640	261	3	
0300	Area Studies	7	1	58	15	5		6	6	163	51	4	
0400	Bio. Sciences	5	10	131	67	56		1		2225	342	217	
0500	Bus. & Mgt.	33	19	168	81	25		60	120	4886	3461	55	
0600	Communications	14	1	37	22	8			3	894	283	8	
0700	Computer & Info. Science	5	2	22	10	4			1	223	120	25	
0800	Education	74	3	218	283	197		494	16	2749	7325	458	
0900	Engineering	30	14	112	106	79				2133	909	144	
1000	Fine & Applied Arts	43	24	215	88	25		27	40	2335	733	82	
1100	Foreign Languages	30	9	370	95	57		2		987	339	71	
1200	Health Professions	8	4	65	55	30	7			2188	640	15	954
1300	Home Economics	7	2	17	12	14				260	87	5	
1400	Law	2			8	2	8			1	500	4	2175
1500	Letters	22	6	254	89	48		18	17	3011	778	170	
1600	Library Sci.	3		1	6	2				1	569	2	
1700	Mathematics	6	3	119	30	16		9		902	233	49	
1800	Military Sciences	1		1						13			
1900	Physical Sciences	10	9	208	65	36				874	232	167	
2000	Psychology	11	11	71	39	38				2681	590	163	
2100	Public Aff. & Serv.	7	4	38	17	12			21	1444	1077	32	
2200	Social Sciences	16	7	338	100	55		13	4	5743	1097	292	
2300	Theology	1		9	5	3	1			136	40	7	
4900	Interdisciplinary St.	12	27	115	16	9			414	1658	127	24	
5000	Bus. & Comm. Tech.	29	45					175	919				
5100	Data Proc. Tech.	3	4					18	25				
5200	Health Serv. & Paramed. Tech.	10	26					19	451				
5300	Mechanical & Engin. Tech.	18	20					41	370				
5400	Natural Sci. Tech.		4						992				
5500	Public Serv. Related Tech.	1	40					5	267				
5900	Other Technologies	1	13					15	169				

Figures exclude Cornell University, Adelphi University, LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Pace University, Briarcliff College, Friends World College, Utica College, Wadhams Hall, Polytechnic Institute of New York, Albany Law School, Parson's School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, Five Towns College, College for Human Services, Paul Smith's College, all seminaries except Nyack College. Also excluded are Finch College and Mills College which are no longer operational.

PART B – PROFILE OF FUTURE ACADEMIC PROGRAMS

TOTAL – ALL INSTITUTIONS

HEGIS Code No.	HEGIS Name of Major Taxonomic Area	Number of New Programs Planned 1975-79	1980-84
0100	Agric. & Natural Resources	3	3
0200	Architecture & Env. Design	3	2
0300	Area Studies	15	2
0400	Biological Science	23	1
0500	Business & Management	99	34
0600	Communications	25	2
0700	Computer & Info. Sci.	28	10
0800	Education	113	34
0900	Engineering	12	3
1000	Fine & Applied Arts	69	13
1100	Foreign Languages	5	2
1200	Health Professions	114	32
1300	Home Economics	3	1
1400	Law	7	2
1500	Letters	14	2
1600	Library Science	6	2
1700	Mathematics	5	2
1800	Military Sciences	1	
1900	Physical Sciences	7	2
2000	Psychology	33	14
2100	Public Affairs & Service	39	7
2200	Social Sciences	37	8
2300	Theology	2	4
4900	Interdisciplinary Studies	49	18
5000	Business & Commerce Tech.	13	2
5100	Data Processing Tech.	1	
5200	Health Serv. & Paramed. Tech.	32	9
5300	Mechanical & Engin. Tech.	6	1
5400	Natural Science Tech.	2	
5500	Public Serv. Related Tech.	21	1
5900	Other Technologies	10	

Figures exclude Yeshiva University, Manhattanville College, New School for Social Research, Friends World College, Utica College, Wadhams Hall, Webb Institute, Albany Law School, Parsons School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Five Towns College, Villa Maria College, College for Human Services, LaSallette Seminary.

Appendix B

INSTITUTIONAL ENROLLMENTS AND ENROLLMENT PROJECTIONS

In January 1975 the State Education Department developed full-time undergraduate enrollment projections to the year 1990 for each school. These projections were based upon past experience of the institution in terms of applications received, applications accepted, freshmen enrolled, transfer students enrolled, and total enrollment trends. The declining rate of high school graduates in the 1980's was also taken into consideration and these graduates provided the source for most of the prospective students.

These projections have assumed that the full-time undergraduate population will continue to be drawn from the traditional college age group and that the state will continue to attract the same number of out-of-state students as it has in the past.

In this study each of the state's institutions of higher education have been classified into one of five categories based upon the size of the expected enrollment decline they may experience. These categories and the amount of enrollment decline are as follows:

Category I — Enrollment decline of 40% or more
- — 5 public institutions
- — 20 independent institutions

Category II— Enrollment decline of 30% to 39.9% or more
- — 16 public institutions
- — 27 independent institutions

Category III — Enrollment decline of 20% to 29.9% or more
- — 16 public institutions
- — 29 independent institutions

Category IV — Enrollment decline of 10% to 19.9% or more
- — 22 public institutions
- — 8 independent institutions

Category V — Enrollment decline of less than 10%
- — 16 public institutions
- — 28 independent institutions

There is general agreement with statewide projections among the independent colleges and universities. At the same time there is disagreement with the report's predictions for many individual schools. Three schools — Bard, Canisius, and Columbia — believe the base years of 1969 to 1973 were an unwise choice since in those years institutions experienced an inflated number of applications due to the draft and the Vietnam conflict. Columbia also refers to a United States Bureau of Labor Statistics' study which estimates that 7 million jobs for people with higher education degrees will open up in the years 1972 to 1985 because of retirement, and the University infers that there will therefore be a greater demand for a college education than the State Education Department predicts.

The emphasis on the "traditional" student in the projections was also questioned. Bard College points out that they already have a large group of students who are older and in non-traditional programs. Other schools such as C. W. Post, Elizabeth Seton, Mercy, Nazareth, and Rochester Institute of Technology have already been attracting large numbers of non-traditional students. It is of interest to note that Elizabeth Seton College has doubled its full-time enrollment because of its week-end college program.

Concordia and King's Colleges disagree with the forecasts for their schools because they serve students with specific religious interests. These students come from the nation as a whole, and they are therefore not "regional" colleges.

Regardless of the opinions that the colleges and universities may have of the Regents' enrollment projections, there are many plans to alter anticipated enrollments so that the expected decline of high school graduates may have minimal effect on their operations.

Probably the most pervasive methods of accomplishing this objective are to intensify student recruiting efforts and to improve the retention rates of undergraduates.

The recruitment of students has always been a matter of great interest among the independent colleges and universities. But it can be expected that even larger budgets will be allocated to admissions offices in the coming years, and there is concern expressed by some institutions that schools will be invading each other's "turf" as they expand their recruiting efforts. Bard College has been visiting high schools in the South and Mid-West for the first time in recent years. Institutions that have historically served citizens in their immediate vicinity such as Canisius, the Academy of Aeronautics, and Molloy, will be visiting high schools in other areas of the state. Cornell, C. W. Post and St. John's have plans to increase the number of transfer students from community colleges that they accept.

As part of the recruitment efforts there will be greater use made of alumni at Bard and the Rochester Institute of Technology. Such schools as Concordia, King's, Nyack, and St. John's will be turning to advertising for the first time.

It is of importance to note that the Brooklyn Center of Long Island University has already had results from its increased recruitment efforts; in 1975 there was an 18 per cent increase in applications from its traditional areas of admissions work.

A change in the composition of the student body is another way of increasing the pool of prospective students. Molloy College hopes to increase its number of male students. On the other hand, the Academy of Aeronautics will seek more women because the prospects of placing women in the aeronautics industry are "excellent."

The attrition rate among lower classmen had also been a concern, but one that will not get increased attention. Student services, which are frequently mentioned as a likely place to conserve funds when times get bad, have received increased attention from colleges that wish to improve their retention rates. Bard College has noted an improved rate in recent years because of expanded student services. King's College has begun a freshman counseling program and Adelphi University will be seeking new approaches to financial aid.

Faculty development programs are popular. Long Island University has had a program to assist instructors to expand their expertise so that they may be more adaptable either as teachers or as administrators. Alfred, Cazenovia, Elmira, and Hartwick have jointly sponsored such a program to help their faculty members become better teachers and be more sensitive to the needs of students. R.I.T. will begin a program so that its faculty may also be more responsive to individual student problems.

The reliance of institutions on part-time faculty has greatly increased since 1970, and colleges do see such instructors as one means of remaining flexible for any conditions that may arise in the coming years when they may have to retrench to meet either fiscal or enrollment crises. More attention will be given to the increased number of part-time faculty in another section of this report.

The changes in academic programs that are taking place to remain responsive to the needs of students and society are impressive. Many schools, including those that do not expect any change in their enrollments, are altering their programs in order to attract older students. Canisius College has a three-year federal grant to develop eighteen projects, including six new academic programs, that will help that college meet needs in the Buffalo area. The success of the weekend college concept that has been experienced by Adelphi and C. W. Post has caused other colleges such as Dowling and Elizabeth Seton to follow suit. Hartwick College has had marked success in individualizing student programs and will continue to emphasize this aspect of their academic program. Molloy, Niagara, and St. John's plan to develop career-oriented programs. On the other hand, large universities must police their many academic offerings and eliminate those that are duplicative; New York University is doing this.

There is a movement to take the classroom to prospective students. Dowling, C. W. Post and New York Institute of Technology will seek older students at industrial plants and governmental sites.

As the colleges and universities reach out for new students and take their programs to where the students are, an increasing number of schools plan to set up branch campuses and/or extension centers. This is occurring mostly on Long Island and in Westchester County. As this report stated in the cIcu's recommendations to the Regents, there is a need to better define a branch campus and an extension center.

The Regents have also requested institutions of higher education to comment on how they might retrench in the 1980's if there is such a need. Many independent schools believe they will not need to cut back, but others wish to remind the Regents that there are independent institutions which are not strangers to this problem. Such institutions as the Academy of Aeronautics, the College of Mt. St. Vincent, Fordham, Pratt, and New York University have already done so.

Most frequently schools mention teaching positions as a likely place to save expenditures. In the section of this report dealing with faculty it has been pointed out that as faculty retire, some positions will not be filled. Many schools have already begun to resort to hiring part-time faculty to meet curricular needs.

Skidmore College advises that any retrenchment on a statewide basis be done in an orderly fashion rather than on an **ad hoc** "political" basis. This college believes that any "bandaid" response to the problems of an individual institution will only worsen statewide conditions.

The Regents have asked how such retrenchment might be conducted and, at the same time, assure orderly progress toward meeting Master Plan goals.

In brief, there was consensus among the independent institutions that the Tuition Assistance Program (TAP) and Bundy Aid should be maintained and strengthened. A prime objective of the Regents should be to close the gap between the tuition at independent institutions and that charged by the government-sponsored institutions. Further, they should assure that retrenchment be distributed fairly and rationally among all sectors of higher education.

Schedule One is submitted to the Regents to indicate enrollment trends from 1970 to 1975 and to estimate enrollment projections for 1980 and 1984. Total enrollment for the independent sector shows a pattern of an increasing number of students to 1984. When these figures are broken down into full-time and part-time, it is found that full-time enrollment is expected to increase until 1980 and then decline in 1984 by about 1.6 per cent, but that part-time enrollment will continue with 4.6 percent more students studying part-time in 1984 than was the case in 1980.

Such enrollment patterns are true for the undergraduate and graduate levels of education. First professional enrollment will remain stable through 1984. The projections for first-time undergraduates follow the pattern

indicated for total enrollment.

In 1984 full-time enrollment on the undergraduate level will decline in all groups of independent higher education except among the small colleges. The most significant decreases will occur among the universities and the two-year colleges. Graduate enrollment will also decline slightly in the multiversities and universities but continue to grow among other groups. The decline in first-time undergraduate enrollment begins for the universities in 1980, and these schools are expected to experience significant declines in such enrollment in both 1980 and 1984. The multiversities and small colleges expect continued growth with these new students.

There is general optimism concerning increased part-time enrollment within all groups except for the two-year colleges for the years 1976-1984. Significant growth is expected on the undergraduate level by the universities, college complexes, small colleges, and the engineering and technical schools; the college complexes anticipate a 55 per cent growth in part-time enrollment in 1984. On the graduate level large increases are not expected except by the engineering and technical schools and the specialized colleges. It is worth observing that this growth among part-time students will not involve significant numbers of first-time students. Moreover, in 1984 the universities and two-year specialized colleges expect a decline in part-time, first-time students.

It should be kept in mind that virtually all independent sector projections for future enrollment are highly susceptible to environmental change generated by economic factors within higher education. If present public policy is pursued and the gap between cost of attendance at independent institutions and government-sponsored institutions continues to grow, it should be expected that actual enrollments would be significantly below those anticipated by campus master planners. If, on the other hand, the tuition gap is reduced and freedom of institutional choice becomes a greater reality than it is today, the optimistic forecasts of clcu member institutions may even be on the conservative side because of anticipated reductions in places available at government-sponsored four-year institutions.

For the first time a survey was taken of New York's institutions of higher education as part of master planning to determine the age distribution of students. It was based upon Fall 1975 enrollment. It can be concluded that the independent sector is already serving a significant number of older students. This is particularly true of the universities, the small colleges, and the two-year colleges. It is of special note that the undergraduate students at the engineering and technical schools are also older than other undergraduates.

Full-time students are younger than part-time students. This is particularly true at the undergraduate level. In the multiversities and college complex groups, better than 90 per cent of the undergraduates are 15 to 22 years of age. In contrast, at the engineering and technical schools, only 54 per cent of the undergraduates are in this age group and 18 per cent are over 30 years of age. It is also significant that 15 per cent of the students at the general two-year colleges are also over 30 years of age.

More than half of the full-time graduate and first professional students are between 23 and 29 years of age, but another 20 per cent of these students are still younger. Better than 22 per cent of these students are between 30 and 44 years old at the universities, college complexes, and colleges. Graduate students at the specialized colleges are even older with better than 30 per cent of their students between 30 and 44, and 8 per cent between 45 and 60 years of age. A complete breakdown of full-time enrollment by age appears in Schedule 2 and is summarized in Table B-1.

Part-time students are older than full-time students at both the undergraduate and graduate levels. At the undergraduate level 36 per cent of the students are between 25 and 35 years of age and another third of these students are younger than 25. There is a larger percentage of students in the 25 to 35 age group in the engineering and technical schools and in the specialized colleges.

Among graduate and first professional students about half of the part-time students are between 35 and 45 years of age. Again, the engineering and technical schools have 62 percent and the law schools have 70 percent of their students in this age category. Schedule 3 shows the complete age distribution for part-time students and is summarized in Table B-2.

TABLE B-1

FULL-TIME DEGREE CREDIT ENROLLMENT BY AGE DISTRIBUTION AND BY ACADEMIC DEGREE LEVEL, FALL 1975

Age	Total of Degree Levels		Undergraduate		Graduate		First Professional	
Total Independent Sector								
15 - 19	33.3%	68.9	40.4%	79.4	.1%	18.2	.2%	24.3
20 - 22	35.6		39.0		18.1		24.1	
23 - 24	9.5	20.0	5.8	12.0	23.0	55.8	37.1	61.9
25 - 29	10.5		6.2		32.8		24.8	
others**	11.1	(2.2)	8.6	(1.9)	26.0	(2.1)	13.8	(7.6)
Multiversities								
15 - 19	27.9	61.4	47.4	90.5	.1	17.5	.1	25.8
20 - 22	33.5		43.1		17.4		25.7	
23 - 24	13.9	29.8	3.7	7.2	24.4	66.2	40.1	67.7
25 - 29	15.9		3.5		35.8		27.6	
others**	8.8	(.3)	2.3	(.1)	22.3	(.8)	6.5	(.2)
Universities								
15 - 19	31.3	66.6	37.0	75.5	0	16.7	0	20.1
20 - 22	35.3		38.5		16.7		20.1	
23 - 24	9.0	17.2	6.9	12.7	19.3	45.8	22.1	35.1
25 - 29	8.2		5.8		26.3		13.0	
30 - 34	3.8	7.4	2.9	5.5	12.1	24.7	2.8	5.4
35 - 44	3.6		2.6		12.6		2.6	
others**	8.8	(6.4)	6.3	(4.3)	12.8	(6.0)	39.4	(38.3)
College Complexes								
15 - 19	45.7	85.7	47.0	90.8	.2	15.7		
20 - 22	43.0		43.8		15.5			
23 - 24	3.2	6.1	2.8	5.0	18.5	45.4		
25 - 29	2.9		2.2		26.9			
30 - 34					12.1	22.3		
35 - 44					10.2			
others**	8.2	(2.5)	4.2	(2.2)	16.6	(11.4)		
Colleges								
15 - 19	39.2	81.3	39.4	81.7	0	17.2		
20 - 22	42.1		42.3		17.2			
23 - 24	4.5	9.3	4.4	9.0	27.0	55.7		
25 - 29	4.8		4.6		28.7			
30 - 34					15.6			
others**	9.4	(.7)	9.3	(.8)	27.1	(0)		

**Percentages of students whose age is unknown are included in "others" and actual percentages of "unknown" appear in parentheses.

TABLE B-1 (Continued)

Age	Total of Degree Levels		Undergraduate		Graduate		First Professional	
Engineering and Technical								
15 - 19	23.9	52.1	25.6	54.0	.5	25.3		
20 - 22	28.2		28.4		24.8			
23 - 24	12.6	30.1	11.4	27.9	28.4	60.1		
25 - 29	17.5		16.5		31.7			
30 - 34	13.9		14.2		9.9			
others**	3.9	(.3)	3.9	(.3)	4.7	(0)		
Specialized								
15 - 19	8.1	36.3	27.4	[illegible]	.1	21.0	.1	19.2
20 - 22	28.2		47.3		20.9		19.1	
23 - 24	21.1	43.0	15.3	22.8	15.0	41.0	39.9	71.3
25 - 29	21.9		7.5		26.0		31.4	
30 - 34	8.1	16.7	1.2	2.4	13.4	29.7	6.2	8.8
35 - 44	8.6		1.2		16.3		2.6	
others**	4.0	(.1)	.1	(0)	8.3	(.1)	.7	(0)
Health Centers								
15 - 19	12.3	44.5	36.2	80.6	0	3.6	1.3	29.4
20 - 22	32.2		44.4		3.6		28.1	
23 - 24	29.0	46.9	2.9	5.1	33.7	75.9	41.7	65.7
25 - 29	17.9		2.2		42.2		24.0	
30 - 34					10.8	19.2		
35 - 44					8.4			
others**	8.6	(4.4)	14.3	(13.9)	1.3	(0)	4.9	(0)
2 Year General								
15 - 19	59.7	73.9						
20 - 22	14.2							
23 - 24	3.9	10.8						
25 - 29	6.9							
others**	15.3	(.5)						
2 Year Specialized								
15 - 19	44.3	72.0						
20 - 22	27.7							
23 - 24	11.4	20.1						
25 - 29	8.7							
others **	7.9	(6.9)						

**Percentages of students whose age is unknown are included in "others" and actual percentages of "unknown" appear in parentheses.

TABLE B-2

PART-TIME DEGREE CREDIT ENROLLMENT BY AGE DISTRIBUTION AND BY ACADEMIC DEGREE LEVEL, FALL 1975

Age	Total of Degree Levels		Undergraduate		Graduate		First Professional	
Total Independent Sector								
15 - 19	2.4		5.6		0		0	
20 - 22	8.9	24.8	15.4	33.3	4.3	18.8	3.4	14.0
23 - 24	13.5		12.3		14.5		10.6	
25 - 29	28.0	44.4	21.7	35.9	32.6	50.6	35.2	48.9
30 - 34	16.4		14.2		18.0		13.7	
35 - 44	14.3		13.6		14.9		6.0	
45 - 59	7.4		8.1		6.9		1.8	
others**	9.1	(7.6)	9.2	(6.7)	8.2	(7.8)	29.3	(29.2)
Multiversities								
15 - 19	1.1		4.6		0		0	
20 - 22	6.9	21.2	15.1	31.4	4.2	17.8	1.8	20.0
23 - 24	13.2		11.7		13.6		18.2	
25 - 29	32.0	50.0	22.4	36.4	35.1	54.3	38.2	60.0
30 - 34	18.0		14.0		19.2		21.8	
35 - 44	14.2		12.4		14.8		16.4	
45 - 59	6.9		8.1		6.6		0	
others**	7.7	(4.3)	11.7	(1.1)	6.5	(5.4)	3.6	(1.8)
Universities								
15 - 19	1.5		5.7		0		0	
20 - 22	8.8	25.7	21.7	41.2	4.2	20.6	3.3	9.9
23 - 24	15.4		13.8		16.4		6.6	
25 - 29	27.6	42.0	18.5	28.7	31.1	47.2	23.3	32.1
30 - 34	14.4		10.2		16.1		8.8	
35 - 44	14.0		11.2		15.5		3.0	
45 - 59	7.9		9.0		7.8		1.3	
others**	10.4	(8.8)	9.9	(7.5)	9.9	(7.6)	53.7	(53.7)
College Complexes								
15 - 19	3.7		7.0		0			
20 - 22	9.4	23.8	15.1	32.2	2.9	14.2		
23 - 24	10.7		10.1		11.3			
25 - 29	27.3	41.2	24.1	37.4	31.1	45.6		
30 - 34	13.9		13.3		14.5			
35 - 44	13.3		13.6		13.0			
45 - 59	7.3		8.0		6.5			
others**	14.4	(13.9)	8.8	(8.4)	20.7	(20.3)		

**Percentages of students whose age is unknown are included in "others" and actual percentages of "unknown" appear in parentheses.

TABLE B-2 (Continued)

Age	Total of Degree Levels		Undergraduate		Graduate		First Professional	
Colleges								
15 - 19	4.3		5.3		.1			
20 - 22	8.7	22.4	9.2	21.7	6.5	25.0		
23 - 24	9.4		7.2		18.4			
25 - 29	20.5	36.1	16.8	33.4	36.1	47.8		
30 - 34	15.6		16.6		11.7			
35 - 44	20.6		21.3		18.0			
45 - 59	11.4		12.6		6.2			
others**	9.5	(8.7)	11.0	(10.3)	3.0	(1.7)		
Engineering and Technical								
15 - 19	3.0		4.3		.2			
20 - 22	12.4	33.0	16.3	38.3	3.9	21.7		
23 - 24	17.6		17.7		17.6			
25 - 29	27.9	48.0	25.0	41.4	34.2	62.2		
30 - 34	20.1		16.4		28.0			
35 - 44	9.4		9.8		8.3			
45 - 59	3.4		4.0		2.0			
others**	6.2	(5.9)	6.5	(6.0)	5.8	(5.7)		
Specialized								
15 - 19	.8		3.3		0		0	
20 - 22	7.8	20.4	10.3	26.4	7.4	18.4	3.8	19.1
23 - 24	11.8		12.8		11.0		15.3	
25 - 29	30.7	50.2	29.8	47.2	28.4	48.7	50.4	69.2
30 - 34	19.5		17.4		20.3		18.8	
35 - 44	18.8		17.0		20.8		8.9	
45 - 59	9.4		8.3		10.6		2.6	
others**	1.2	(.7)	1.1	(.7)	1.5	(.8)	.2	(0)
Health Centers (Only 33 Students were part-time)								
23 - 24	21.2	51.5						
25 - 29	30.3							
2 Year General								
15 - 19	17.2							
20 - 22	10.0	33.6						
23 - 24	6.4							
25 - 29	11.1	24.8						
30 - 34	13.7							
35 - 44	18.0							
45 - 59	10.5							
others**	13.1	(11.7)						

**Percentages of students whose age is unknown are included in "others" and actual percentages of "unknown" appear in parentheses.

TABLE B-2 (Continued)

Age	Total of Degree Levels		Undergraduate	Graduate	First Professional
2 Year Specialized					
15 - 19	8.3				
20 - 22	31.1	64.8			
23 - 24	25.4				
25 - 29	21.8				
30 - 34	8.8	30.6			
35 - 44	4.7				
45 - 59					
others**					

**Percentages of students whose age is unknown are included in "others" and actual percentages of "unknown" appear in parentheses.

SCHEDULE 1

FALL DEGREE CREDIT ENROLLMENT BY DEGREE LEVEL AND TYPE OF ATTENDANCE, 1970-1984

TOTAL – ALL INSTITUTIONS

Degree Credit Enrollment

	Actual (Fall)			Projected (Fall)		
Type of Enrollment	**1970**	**1974**	**1975**	**1976**	**1980**	**1984**
I. Total Enrollment (a+b+c)	295,215	314,587	344,095	350,570	369,669	372,435
Full-Time	202,239	199,804	221,255	224,353	231,912	228,292
Part-Time	92,976	114,783	122,840	126,217	137,757	144,143
a. Undergraduate	205,259	207,876	232,590	237,000	250,136	250,271
Full-Time	166,958	162,264	180,730	182,754	187,748	183,552
Part-Time	38,301	45,612	51,860	54,246	62,388	66,719
b. Graduate	78,426	93,639	98,403	99,940	105,171	107,965
Full-Time	26,298	26,936	29,840	30,467	32,575	33,185
Part-Time	52,128	66,703	68,563	69,473	72,596	74,780
c. 1st Professional	11,530	13,072	13,102	13,630	14,362	14,199
Full-Time	8,983	10,604	10,685	11,132	11,589	11,555
Part-Time	2,547	2,468	2,417	2,498	2,773	2,644
II. First-Time Undergraduate						
Freshmen	46,842	46,663	52,869	54,891	56,542	56,389
Full-Time	42,312	41,726	47,023	48,329	48,605	47,701
Part-Time	4,530	4,937	5,873	6,562	7,937	8,688

Figures exclude Yeshiva University, Manhattanville College, New School for Social Research, Briarcliff College, Friends World College, Utica College, Wadhams Hall, Albany Law School, Parsons School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Elizabeth Seton College, Five Towns College, Harriman College, College for Human Services, LaSallette Seminary. Also excluded are Finch College and Mills College which are no longer operational.

SCHEDULE 2

FULL-TIME DEGREE CREDIT ENROLLMENT BY AGE DISTRIBUTION AND BY ACADEMIC DEGREE LEVEL, FALL 1975

TOTAL – ALL INSTITUTIONS

Age	Full-Time Degree Credit Enrollment Fall 1975							
	Undergraduate		Graduate		1st Professional		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total All Ages (a-i)	177,249	100.0%	27,623	100.0%	10,520	100.0%	215,393	100.0%
1. Male	104,652	59.0	16,199	58.6	7,880	74.9	128,731	59.8
2. Female	72,597	41.0	11,424	41.4	2,640	25.1	86,662	40.2
a. 15 - 19	71,621	40.4	31	.1	21	.2	71,673	33.3
1. Male	38,791	21.9	19	.1	15	.1	38,825	18.0
2. Female	32,830	18.5	12	0.0	6	.1	32,848	15.3
b. 20 - 22	69,141	39.0	5,013	18.1	2,529	24.1	76,683	35.6
1. Male	39,774	22.4	2,800	10.1	1,852	17.6	44,426	20.6
2. Female	29,367	16.6	2,213	8.0	677	6.4	32,257	15.0
c. 23 - 24	10,207	5.8	6,344	23.0	3,903	37.1	20,455	9.5
1. Male	7,360	4.2	3,863	14.0	3,124	29.7	14,347	6.7
2. Female	2,847	1.6	2,481	9.0	779	7.4	6,108	2.8
d. 25 - 29	11,031	6.2	9,049	32.8	2,614	24.8	22,694	10.5
1. Male	8,684	4.9	5,767	20.9	1,948	18.5	16,399	7.6
2. Female	2,347	1.3	3,282	11.9	666	6.3	6,295	2.9
e. 30 - 34	7,033	4.0	3,239	11.7	425	4.0	10,697	5.0
1. Male	5,808	3.3	1,846	6.7	256	2.4	7,910	3.7
2. Female	1,225	.7	1,393	5.0	169	1.6	2,787	1.3
f. 35 - 44	3,065	1.7	2,262	8.2	181	1.7	5,508	2.6
1. Male	1,769	1.0	1,082	3.9	73	.7	2,924	1.4
2. Female	1,296	.7	1,180	4.3	108	1.0	2,584	1.2
g. 45 - 59	1,100	.6	827	3.0	40	.4	1.967	.9
1. Male	434	.2	335	1.2	21	.2	790	.4
2. Female	666	.4	492	1.8	19	.2	1,177	.5
h. 60+	609	.3	90	.3	5	0.0	704	.3
1. Male	199	.1	54	.2	4	0.0	257	.1
2. Female	410	.2	36	.1	1	0.0	447	.2
i. Unknown	3,442	1.9	768	2.8	802	7.6	5,012	2.3
1. Male	1,833	1.0	433	1.6	587	5.6	2,853	1.3
2. Female	1,609	.9	335	1.2	215	2.1	2,159	1.0

Figures exclude LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Briarcliff College, Friends World College, Marist College, Medaille College, Mercy College, Utica College, Wadhams Hall, Albany Law School, Parson's School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Five Towns College, Trocaire College, College for Human Services, LaSallette Seminary, Cornell University Medical School. Also excluded are Finch College and Mills College which are no longer operational.

SCHEDULE 3

PART-TIME DEGREE CREDIT ENROLLMENT BY AGE DISTRIBUTION AND BY ACADEMIC DEGREE LEVEL, FALL 1975

TOTAL – ALL INSTITUTIONS

Age	Part-Time Degree Credit Enrollment Fall 1975							
	Undergraduate		Graduate		1st Professional		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total All Ages (a-i)	47,584	100.0%	65,490	100.0%	1,566	100.0%	114,644	100.0%
1. Male	23,633	49.7	33,684	51.4	1,223	78.2	58,544	50.9
2. Female	23,951	50.3	31,806	48.6	343	21.8	56,100	49.1
a. 15 - 19	2,660	5.6	20	0.0	–	–	2,680	2.4
1. Male	1,096	2.3	7	0.0	–	–	1,103	1.0
2. Female	1,564	3.3	13	0.0	–	–	1,577	1.4
b. 20 - 22	7,306	15.4	2,824	4.3	54	3.4	10,184	8.9
1. Male	3,897	8.2	1,059	1.6	36	2.3	4,992	4.3
2. Female	3,409	7.2	1,765	2.7	18	1.1	5,192	4.5
c. 23 - 24	5,872	12.3	9,527	14.5	167	10.6	15,566	13.5
1. Male	3,427	7.2	4,470	6.8	133	8.5	8,030	7.0
2. Female	2,445	5.1	5,057	7.7	34	2.2	7,536	6.6
d. 25 - 29	10,347	21.7	21,312	32.6	552	35.2	32,211	28.0
1. Male	5,989	12.5	12,089	18.5	451	28.7	18,529	16.1
2. Female	4,358	9.2	9,223	14.1	101	6.4	13,682	11.9
e. 30 - 34	6,771	14.2	11,759	18.0	211	13.7	18,745	16.4
1. Male	3,684	7.7	6,825	10.4	159	10.4	10,672	9.3
2. Female	3,087	6.5	4,934	7.5	52	3.3	8,073	7.1
f. 35 - 44	6,473	13.6	9,725	14.9	94	6.0	16,292	14.3
1. Male	2,604	5.5	4,453	6.8	58	3.7	7,115	6.2
2. Female	3,869	8.1	5,272	8.1	36	2.3	9,177	8.1
g. 45 - 59	3,866	8.1	4,550	6.9	28	1.8	8,444	7.4
1. Male	1,097	2.3	1,684	2.6	26	1.7	2,807	2.4
2. Female	2,769	5.8	2,866	4.4	2	.1	5,637	5.0
h. 60+	1,095	2.3	646	1.0	2	.1	1,743	1.5
1. Male	317	.7	314	.5	2	.1	633	.6
2. Female	778	1.6	332	.5	–	–	1,110	1.0
i. Unknown	3,194	6.7	5,127	7.8	458	29.2	8,779	7.6
1. Male	1,522	3.2	2,783	4.2	358	22.8	4,663	4.1
2. Female	1,672	3.5	2,344	3.6	100	6.4	4,116	3.6

Figures exclude LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Briarcliff College, Friends World College, Marist College, Medaille College, Mercy College, Nazareth College, Utica College, Wadhams Hall, Albany Law School, Parsons School of Design, Albany Medical College, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Five Towns College, Trocaire College, College for Human Services, Culinary Institute of America, LaSallette Seminary. Also excluded are Finch College and Mills College which are no longer operational.

SCHEDULE 4

FULL-TIME FIRST-TIME UNDERGRADUATE FRESHMEN BY AGE DISTRIBUTION, FALL 1975

TOTALS

Age	Full-Time First-Time Undergraduate Freshmen, Fall 1975 Number	Percent
1. Total All Ages (A-F)	46,085	100.0%
A. 15 - 16	648	1.4
B. 17 - 19	38,508	83.6
C. 20 - 24	3,130	6.8
D. 25 - 29	1,314	2.8
E. 30 and Over	1,999	4.3
F. Unknown	486	1.1

Figures exclude LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Friends World College, Marist College, Utica College, Wadhams Hall, Albany Law School, Bank Street College of Education, Brooklyn Law School, New York Law School, Parsons School of Design, Teachers College, Albany Medical College, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, New York Medical College, Rockefeller University, all seminaries except Nyack College, Five Towns College, Trocaire College, College for Human Services, LaSallette Seminary.

Also excluded are Finch College and Mills College which are no longer operational.

SCHEDULE 5

FULL-TIME FIRST-TIME UNDERGRADUATE FRESHMEN BY YEAR OF HIGH SCHOOL GRADUATION, FALL 1975

TOTALS

Year of High School Graduation	Full-Time First-Time Undergraduate Freshmen, Fall 1975 Number	Percent
1. Total (A-H)	43,002	100.0%
A. 1975	35,505	82.6%
B. 1974	1,867	4.3
C. 1973	624	1.4
D. 1972	387	0.9
E. 1971 or Earlier	3,312	7.7
F. Number of GED[1] Holders	408	0.9
G. Secondary School Students	477	1.1
H. Unknown	422	1.0

NOTE: Utilize the definitions in forms NYSED-2.3 and NYSED-2.4 of the Higher Education Data System (HEDS).

[1]General Equivalency Diploma.

Figures exclude Hofstra University, LIU-Brooklyn College of Pharmacy, St. John's University, Yeshiva University, Manhattanville College, New School for Social Research, Friends World College, Marist College, Utica College, Wadhams Hall, Albany Law School, Bank Street College of Education, Brooklyn Law School, New York Law School, Parsons School of Design, Teachers College, Albany Medical College, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine; New York Medical College, Rockefeller University, all seminaries except Nyack College, Five Towns College, Trocaire College, College for Human Services, LaSallette Seminary.

Also excluded are Finch College and Mills College which are no longer operational.

SCHEDULE 6

COHORT SURVIVAL DATA PERTAINING TO FULL-TIME, FIRST-TIME FRESHMEN IN DEGREE PROGRAMS
FALL 1970 - JUNE 1976
TOTAL – ALL INSTITUTIONS

Initial Cohort: Fall 1970 First-Time, Full-Time

Baccalaureate Degree Students	Undergraduate Freshmen	Fall 1971	Fall 1972	Fall 1973	Fall 1974	Fall 1975	Fall 1976
Number of Students from Initial Group Surviving as Full-Time Students:	29,298	23,952	19,810	17,997	3,054	950	–
Number of Students from Initial Group Surviving as Part-Time Students	–	250	343	401	397	200	–
Cumulative Number of Baccalaureate Degree Recipients from Initial Group	–	–	41	1,929	16,589 (56.6%)	18,637 (63.6%)	18,872 (64.4%)

Initial Cohort: Fall 1972 First-Time, Full-Time

Associate Degree Students	Undergraduate Freshmen	Fall 1973	Fall 1974	Fall 1975	June 1976
Number of Students from Initial Group Surviving as Full-Time Students	4,159	3,236	857	360	–
Number of Students from Initial Group Surviving as Part-Time Students	–	72	73 (54.2%)	29 (59.1%)	– (59.3%)
Cumulative Number of Associate Degree Recipients from Initial Group	–	185	2,253	2,456	2,468

Figures exclude New York University, LIU-Brooklyn College of Pharmacy, C. W. Post Center, Southampton College, Yeshiva University, Alfred University, Colgate University, D'Youville College, Elmira College, Manhattanville College, New School for Social Research, St. Bonaventure University, Sarah Lawrence College, Skidmore College, Briarcliff College, Friends World College, King's College, Marist College, Medaille College, Mercy College, Touro College, Utica College, Wadhams Hall, Albany Law School, Bank Street College, Brooklyn Law School, Manhattan School of Music, New York Law School, Parsons School of Design, Albany Medical College, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, New York Medical College, Rockefeller University, all seminaries except Nyack College, Elizabeth Seton College, Five Towns College, Trocaire College, College for Human Services, LaSallette Seminary. Also excluded are Finch College and Mills College which are no longer operational.

Appendix C

FACULTY

There was a time when tenure was looked upon at many institutions as a relatively small concern. This is no longer the case. In its master plan Manhattan College succinctly stated the dilemma that many colleges are facing.

> Since the Manhattan faculty stretches back three decades — many older faculty were added at a time when carefully delineated standards were not spelled out in detail. Over the years, many junior colleagues have arrived often with much better credentials than senior faculty. Their degrees, publications, and talents, however, have been perforce evaluated somewhat differently from their predecessors. This generates resentment and unhappiness among younger faculty who feel that they are victims of a double standard even though they were aware of the new standards when they were hired.

The situation has been aggravated as institutions have attempted to tenure more women and minority teachers. "The need for rigid standards and the desire, almost need, for increasing minority faculty occasionally come into conflict," according to Manhattan College.

In 1972, the Regents urged colleges and universities to limit their tenured faculty to 60 percent, and many schools since that year have set limits on the number of their faculty who may be tenured. It should be noted that all of the two-year independent colleges except four have no policy of granting tenure to their faculty. The same holds true for The Juilliard School, Manhattan School of Music, and the Mannes College of Music.

In 1975, 53 per cent of the full-time faculty at independent colleges and universities were tenured. This figure compares to 40 per cent in 1970 and 51 per cent in 1974. It was reported in 1974 that fifteen institutions exceeded the Regents guidelines, and in 1975 that number had grown to 29. These guidelines are exceeded by every category of institution except for the specialized colleges. Of particular concern is the fact that 12 institutions have more than 70 per cent of their full-time faculty tenured whereas there were only three such institutions in 1973.

There are several colleges which foresee no problem of having too many faculty tenured in the coming years. Few are in the enviable situation of the College of St. Rose where only 54 per cent of the faculty are full-time, and it is expected that 23 of the 80 faculty members will be retiring in the next ten years.

As the two government-financed universities face the problems of retrenchment for the first time, the clcu must once again remind the Regents that many of the independent institutions have been grappling with this problem for at least five years. At least fifty-one schools, from 1970 to 1975, have decreased the number of full-time faculty.

It should be noted that, whereas New York University and Columbia University have had to make severe cuts in their non-health oriented faculties, the size of their medical and dental faculties has increased. All of the independent medical and dental schools have experienced similar increases in their full-time faculty because of the state's encouragement for them to expand the size of their student bodies and scope of programs offered.

In light of the declining enrollments that are expected in the coming years, many institutions are making changes in their policies for hiring, promotion and tenure.

A significant number of institutions are planning to curtail the number of full-time faculty and depend increasingly on the services of part-time faculty. One of these schools, Dowling College, suggests that the State Education Department in its evaluations of academic programs should not use guidelines that equate quality with the ratio of full and part-time faculty.

The trend to hire part-time faculty as full-time faculty is reduced is not new, but this practice has accelerated in recent years. The number of part-time faculty has increased by 56 per cent since 1970. In the category known as "Colleges," there has been an increase of 147 per cent during the same period. One of these colleges has decreased its number of full-time faculty from 80 in 1970 to 65 in 1975, and at the same time, has increased its part-time faculty from 36 to 100. Another small campus, Mercy College, now relies more on such instructors, and their numbers at this college have increased from 21 in 1970 to 179 in 1975.

Five institutions that have large numbers of part-time faculty and who offer many programs for part-time students are C. W. Post Center of Long Island University, New York Institute of Technology, Pace University, Russell Sage College, and Rochester Institute of Technology. These five schools have appointed 835 new teachers since 1970 for a total of 2,047 part-time faculty in 1975. New York Institute of Technology by itself has increased its number of part-time faculty from 185 to 480.

St. John Fisher has been hiring more older faculty in an effort to prevent an imbalance of their faculty by age.

Skidmore College has replaced the widely-accepted practice of giving one-year contracts to non-tenured faculty with a policy wherein a new faculty member would be given a three-year contract which is terminal unless the faculty member's department initiates action for reappointment. Another three-year contract can be given leading to tenure at the end of the sixth year.

As would be expected, there have been many changes in tenure policies. Some of these changes have been initiated by faculty and some by trustees and administrations. As one university has had to deal with retrenchment, it has found the American Association of University Professors (AAUP) "inflexible" as it attempts to modify its tenure policy.

Several years ago Union College received national publicity as a result of its policy to give a three to five year appointment to faculty members who were tenurable but for whom no tenurable appointment was available. The AAUP was critical of this policy. Nevertheless, many colleges have since adopted similar policies.

At St. John Fisher College it has been the faculty who have taken the initiative to increase the probationary period for tenure to nine years and permit up to 20 per cent of the full-time faculty to hold non-tenure post-probationary appointments.

Also, at the C.W. Post Center of Long Island University, the union has agreed to an arrangement whereby a tenurable faculty member for whom there is no position can be offered a full-time contract. Similar arrangements exist at Hartwick and Roberts Wesleyan Colleges.

Schools that have extended the probationary period are Ithaca, Niagara, and the University of Rochester. The latter university has extended this period from seven years to eleven years. Rochester will also permit promotion to associate professor without achievement of tenure.

Other methods of reducing the number of tenured faculty are to lower the retirement age, encourage early retirement, and to give terminal leaves of absence. Skidmore and Rosary Hill Colleges have taken the first two courses respectively. Polytechnic Institute of New York inherited a large number of tenured faculty when it was formed by the merger of Polytechnic Institute of Brooklyn and NYU's School of Engineering. It initiated an early retirement package which included terminal leaves and 13 faculty members took advantage of this opportunity.

Because of the limited employment opportunities for some faculty, Russell Sage College and Long Island University have assisted their teachers to develop other teaching or administrative capabilities. Both schools have also made efforts to use such faculty members at one of their other campuses.

A large number of schools have taken the Regents' advice to limit the number of tenured faculty. St. Francis College has a freeze on all tenure decisions. Some colleges have limited their percentage of tenured positions by departments and others have a ceiling on the entire faculty. King's College has the most stringent limitation which is 40 per cent. Other institutions, such as Fordham, place their ceiling at 70 per cent.

SCHEDULE 7

INSTRUCTIONAL FACULTY BY TYPE OF ATTENDANCE AND TENURE STATUS, FALL 1970, 1974, 1975

TOTAL – ALL INSTITUTIONS

Type of Faculty	Actual Fall 1970	Actual Fall 1974	Actual Fall 1975	1970-1975 Numerical Change	1970-1975 Percent Change
I. Total Instructional Faculty (A + B)	24,640	28,151	28,676	4,036	11.7%
A. Total Full-Time	16,361	15,717	15,763	−598	−3.7
1. Tenured	6,674	8,039	8,385	1,711	25.6
2. Non-Tenured	9,687	7,678	7,378	−2,309	−23.8
B. Total Part-Time	8,279	12,434	12,913	4,634	56.0
1. Tenured	161	284	295	134	83.2
2. Non-Tenured	8,118	12,150	12,618	4,500	55.4

Figures exclude Cornell University Medical School, LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Pace University, Briarcliff College, Friends World College, Utica College, Wadhams Hall, Albany Law School, Parson's School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Five Towns College, College for Human Services, Culinary Institute of America, LaSallette Seminary. Also excluded are Finch College and Mills College which are no longer operational.

TENURED FULL-TIME FACULTY IN THE INDEPENDENT COLLEGES AND UNIVERSITIES
Fall 1975

70% + — 12 Institutions

Webb Institute of Naval Architecture	83
Cooper Union	79
LIU-Brooklyn Center	77
Polytechnic Institute of New York	77
Bard College	76
Iona College	76
LIU-Southampton Center	74
Marymount College	74
Wells College	72
Cazenovia College	71
Pratt Institute	71
St. John's University	70

60 — 69.9% — 17 Institutions

Hofstra University	69
Cornell University	68
Rensselaer Polytechnic Institute	68
Manhattan College	67
St. Francis College	66
Brooklyn Law School	65
Dowling College	65
Pace University	64
Canisius College	63
Ithaca College	63
LIU-C. W. Post Center	63
Rosary Hill College	63
Wagner College	62
Syracuse University	61
Hamilton College	60
Houghton College	60
Sarah Lawrence College	60

50 — 59.9% — 22 Institutions

Columbia University (excludes Health Services)	59
College of St. Rose	59
LIU-Brooklyn College of Pharmacy	58
St. Lawrence University	58
Skidmore College	58
Albany College of Pharmacy	57
LeMoyne College	57
Teacher's College	57
Hobart and William Smith Colleges	56
New York University (excludes Medical School)	56
Alfred University	55
Russell Sage College	55
Siena College	55
Clarkson College of Technology	54
New York University (total)	53
St. John Fisher College	53
New York Institute of Technology	52
Columbia University (total)	51
Fordham University	51
Keuka College	51
Marymount Manhattan College	51
Adelphi University	50
University of Rochester	50
Vassar College	50

40 — 49.9% — 13 Institutions

Nazareth College	48
Union College	48
Colgate University	47
Concordia College	47
Hartwick College	46
Elizabeth Seton College	45
Nyack College	45
Academy of Aeronautics	44
Barnard College	42
College of Mt. St. Vincent	41
Molloy College	41
King's College	40
St. Joseph's College	40

Less than 40% — 15 Institutions

Elmira College	39
Rochester Institute of Technology	39
Mt. St. Mary College	36
Eisenhower College	35
D'Youville College	32
Ladycliff College	30
Kirkland College	27
New York Law School	27
Mercy College	25
Albany Medical College	24
St. Thomas Aquinas College	24
Medaille College	21
New York Medical College	21
Dominican College of Blauvelt	16
Maria College	10

Number of Institutions with Tenure — 77

Number of Institutions without Tenure — 11

Bank Street College of Education
Bennett College
College of Insurance
Harriman College
Hilbert College
Juilliard School of Music
Manhattan School of Music
Mannes College of Music
Maria Regina College
Mater Dei College
Villa Maria College

Appendix D

FINANCE

The Bulletin of the Regents 1976 Statewide Plan for the Development of Postsecondary Education requests five categories of information in the area of Finance (Pages 32-36), as follows:

1. Views on **future State support** of higher education in terms of ultimately achieving the Regents' goals of equal access, a comprehensive system of government-sponsored and independently-sponsored institutions, and the maintenance of quality at the lowest cost to the taxpayer.
2. Ways in which the colleges and universities are undertaking **fiscal planning** to insure continued viability in a time of declining enrollments.
3. **Participation in regional consortia,** Regents Regional Advisory Councils, or any other inter-institutional cooperative endeavor which has been useful in terms of improving the educational and fiscal viability of the institution.
4. Estimates of expected **student charges** in 1980-81.
5. Estimates of **current funds** data for 1980-81.

This information is being requested at a time when the Regents are understandably concerned about the effects on independent colleges and universities of declining enrollments and declining revenues — and also, at a time when the Regents are examining such issues as changing enrollment levels, adjustments to lower levels of operation, temporary emergency State aid, and the appropriate mechanisms for closing institutions. This section will have some observations to make on these concerns in the latter part of this section on future State support.

FUTURE STATE SUPPORT

It can safely be said that the independent colleges and universities in New York State heartily endorse the Regents' goals of equal access, a comprehensive system of government-sponsored and independent institutions, and the maintenance of quality at the lowest cost to the taxpayer. Some, if not all, question whether any of these goals will be sustained unless the state continues and improves the financial support it has provided to the independent sector.

The key phrase is "at the lowest cost to the taxpayer." A strong independent sector is absolutely essential to sustain equal access; a comprehensive system, i.e. a balanced comprehensive system; and quality: each and all at the lowest cost to the taxpayer. It is completely clear that it cost the New York taxpayer far more to educate a student in the government-sponsored sector than in the independent sector.

> *In 1975-76, New York tax monies (State and City) contributed $4,502 for every full-time-equivalent (FTE) student at State University, excluding community colleges; $3,034 at City University; and only $552 for every FTE student at the independent colleges and universities.*

A strong independent sector is essential to compete with two strong government-sponsored university systems — to preserve some reasonable balance in the State's system of higher education — to give students greater diversity and freedom of choice — to create many more opportunities for equal access — to add immeasurably to the comprehensiveness of the state system and, especially important in this period of fiscal stringency, to serve as a viable prudent alternative to the sharp escalation of tax levy resources required to support higher education in New York.

> *Last year, 1974-75, the independent sector awarded 80,000 degrees — which represented 53 percent of all of the bachelor's degrees awarded in the State that year; 65 percent of all master's degrees; 73 percent of all doctoral; and 84 percent of all professional degrees.*

The first view expressed in this Finance Section of the 1976 Statewide Master Plan on behalf of the clcu membership is that the Regents, to sustain their three goals at the lowest cost to the taxpayer, must not permit further erosion of the independent sector's proportion of total enrollment. In 1960, two-thirds of the State's enrollment in higher education was in the independent sector and a third was in the government-sponsored institutions. Today, the proportion has reversed: two-thirds are enrolled in SUNY and CUNY. One positive step might be to freeze the proportions of the two sectors for a given period — say, five years — and to adopt fiscal policy to that end.

In reference to the shift of students from the independent to the government-sponsored sector, rising tuitions at the independents are a major cause. Tuitions have had to be increased at the independent institutions because of inflationary pressures and efforts by these campuses to maintain or enhance integration of student bodies regardless of family economic circumstance. At many institutions, scholarship aid has been one of the rapidly increasing items in the budget, and in vicious-circle style has been one of the factors contributing to rising tuitions.

The source of a substantial portion of scholarship aid is higher tuition, and this burden is borne by those families in the middle and upper economic levels who pay the full cost of attendance. Rising tuitions will inevitably tend to drive these students to the low-tuition public institutions. As this occurs, the source of tuition income necessary to support the vicious circle of increasing needs for scholarship funds will decrease. Result: a weakening of the independent institutions and an increasing burden on the taxpayer by having to subsidize heavily the students at the government-sponsored institutions.

The goal of equal access is being helped substantially by the independent institutions in their providing of so much financial aid to students — over $56 million of which is coming from their general operations in the form of unfunded student aid. This represents an achievement at the lowest cost to the taxpayer. But the independent sector cannot continue to do this without additional aid from the state. Without it, more and more students will be driven from the independent to the government sector. This will force the state to continue expanding the government universities and incur not only continued large capital expenditures but larger annual appropriations to subsidize the education of these students.

Generally, the responses of the individual institutions concerning future state aid supported the statewide policies as enunciated by clcu, policies which the individual institutions collectively have reviewed, discussed and approved. The first of these views is expressed above: do not permit further erosion of the independent sector's proportion of the total enrollment. To maintain that ratio, it is urged that for every New York State tax levy dollar allocated per full-time equivalent student to the State University, thirty-five cents be allocated per full-time equivalent student to the independent sector. (That ratio is now about eighteen cents to the independent sector for each one dollar to the State University). It has been determined that such a thirty-five percent allocation, attained over the next four to five years, would finance the needs of the independent sector as outlined below. Once attained, the dollar allocation would rise or fall as the State University's operating needs rise or fall, giving effect among other things to inflationary and other uncontrollable increases in expenditures.

Along with the annual overall allocation of thirty-five cents to the entire independent sector for each dollar appropriated for State University, it is urged that within this allocation public policy should provide that for every one dollar applied to institutional aid, two dollars should be used for direct financial aid to students.

These then are two basic policies: (1) thirty-five percent of SUNY's tax levy appropriations per student for the independent sector (to be attained by 1980 or 1981) and (2) within that thirty-five percent, two-thirds for student aid and one-third for institutional aid. The two policies have the great advantage of presenting a clear and understandable perspective for state support of the independent sector. More importantly, they present a way for the Regents to sustain their goals of equal access, comprehensiveness and balance, and quality at the lowest cost to the taxpayer.

What are the specific measures or policies that the independent sector seeks in future state support of higher education?

Direct Institutional (Bundy) Aid

In the last eight years since the introduction of direct institutional support to the independent institutions, the so-called Bundy aid has become a bulwark of support. It is budgetable and reliable. It has served to prevent independent institutions' tuitions from rising higher and more frequently than they have. But Bundy aid must be reviewed each year to adjust it to the inflationary and other uncontrollable increases in expenditure. Utility costs alone are the spectacular example of an increased expenditure. These mandated increases naturally play a part in the annual budgets of SUNY and CUNY. They must also be considered annually in the appropriations for Bundy aid.

Tuition Assistance Program (TAP)

The present program of State aid to students is a very sound basis on which to build. The Tuition Assistance Program (TAP) has represented a huge step forward in narrowing the tuition gap between the government-sponsored and the independent institutions. But here again, this has been subjected to inflationary and other uncontrollable expense factors. It must be reviewed every year to give effect to the increases in tuition required by the independent sector. Accordingly, the present maximum award of $1,500 for the lowest income levels should be increased to $1,700 in the immediate future and, at the same time, eligibility for the maximum award should be substantially raised from the present unrealistic $2,000 annual income level. TAP should also be made available to part-time and the graduate students inasmuch as they represent such an important part of the present and future enrollments of postsecondary education.

Middle income families ($12,000-$19,000) are unable to save or divert sufficient income to afford a higher-tuition independent college. Existing state and federal aid programs (specifically TAP and BEOG), primarily because of funding limitations, provide only token aid for this significant group of State residents. Consequently, they have limited choice; most of them must seek the low-tuition government-sponsored institutions. Where access to the independent institution has been provided it is usually because the institution has been able to make its own aid fund — unfunded aid in many cases — available to the students. As noted above, rising tuitions will discourage even this access unless the State provides more support.

At the graduate level a similar problem exists. A major component of the equal access policy must necessarily include minority students. Few families from minority groups are financially able to support students at the graduate level. If free access is to be a reality at this level, sources of student support must be made available.

Additional funds are necessary to allow minority students to attain their rightful place in advanced study and eventually in university and professional positions.

Which is less of a drain on the taxpayer: making it possible for a student to attend an independent college or educating him/her at a government-sponsored institution? The answer is clear: in tax dollars, $4,500 at SUNY, $3,000 at CUNY, and only $550 at the independent institution. The solution is clear: increase Bundy aid so that the independents will not have to increase their tuitions as much or as frequently, and increase TAP to make it possible for students to meet higher tuitions as they become necessary.

Higher Education Opportunity Program (HEOP)

Another instance of much needed State support is the Higher Education Opportunity Program (HEOP). This is doing an excellent service in providing equal opportunity for the economically and educationally disadvantaged. It is effective in overcoming basic academic deficiencies, in keeping students from dropping out of college, and in having students persist until they earn their degrees. The State appropriation should be increased, because (a) the student now contributes too heavily; (b) the college now contributes too heavily; and (c) more students could and should be accommodated. Certainly, here is an important way to achieve equal access — equal access at the lowest cost to the taxpayer.

Categorical Aid

Special programs of aid continue to be needed in the fields of medicine, dentistry and nursing education, because of the critical need for these professions and the high cost of providing their training.

The largest part, by far, of the engineering and technical training performed in the state is in the independent sector. Such schools are essential to meet the engineering manpower requirements of the State, and such education is also considerably costlier than other types of undergraduate education. These institutions require categorical aid to enhance their pursuit of their vital public mission.

The medical schools do not see a time of declining enrollments. Enrollments could be increased if facilities were increased and, to this end, the State could assist by providing funds for construction in certain cases. They add that unfortunately the future of federal aid to independent medical schools is in doubt. They ask that the State consider the possibility of even more increased categorical state aid in that event, to maintain the quality of medical education.

Juilliard points out that in the performing arts neither the State Department of Education nor the New York State Arts Council has yet developed a program of financial support specifically designed for professional training.

Expansion of Government-Sponsored Facilities

Several of the independent colleges and universities emphasized that all new or expanded building projects and academic efforts within the government-sponsored sector which duplicate or add resources already adequately present in the independent sector should be halted. There are 47,000 vacant seats in the independent sector now, and this number will increase in the next decade in the face of declining enrollments. There also will be vacancies in the government-sponsored sector; additional facilities will only worsen the overall situation.

Where feasible, the government-sponsored sector should consider leasing existing buildings of the independent sector where these are underutilized, or meet the need by cooperating with independent institutions on the use of facilities. Certainly, it is wiser to support existing institutions of higher learning than to add to the taxpayer's burden in support of new facilities, while at the same time helping the demise of institutions which lack student enrollments.

The Manhattan School of Music adds that in the area of music performance programs, there has been a significent increase in duplication of effort, particularly at the government-sponsored university level. They question whether there is really sufficient demand, both from students and the professional field itself, to warrant this proliferation.

Fiscal Reporting and Unit Costs

Several of the institutions applauded the State Education Department's commitment to the development and application of data through such projects as the NCHEMS Information Exchange Procedures. It will encourage more institutions to adopt a systematic approach to the planning process heretofore unavailable. Uniform standards of financial reporting should be deliberately developed so that complete costs, as well as the sources of revenues, are reported in such manner as to be comparable among the government-sponsored and independent institutions and within the independent sector. Ithaca College carried the recommendation further by urging that standard accounting procedures be required of all institutions, government-sponsored and independent, in order to determine various unit costs.

In summary, this section on future state support has made the following recommendations in support of the three Regents' goals of equal access, comprehensive (and balanced) system of government-sponsored and independent institutions, and the maintenance of quality — each and all at the lowest cost to the taxpayer:

1. The present proportion of the total state's enrollment in the independent sector — approximately one-third — should not be further eroded.

2. To maintain that balance and to strengthen the independent sector, the state should adopt a formula for support of the independent sector which should be phased in over the next four to five years. For every New York State tax levy dollar allocated per full-time equivalent student to the State University, thirty-five cents should be allocated per full-time equivalent student to the independent sector.

3. Within this allocation to the independent sector, public policy should provide that for every one dollar

applied to institutional aid, two dollars should be used for direct financial aid to students.

4. Continued and improved direct institutional (Bundy) aid.

5. Continued and improved Tuition Assistance Program.

6. Continued and improved categorical aid to professional education.

7. Continued and improved Higher Education Opportunity Program support.

8. Halting expansion of government-sponsored facilities.

9. Establishment of uniform fiscal reporting and determination of unit costs.

The Regents are examining such issues as changing enrollment levels, adjustments to lower levels of operation, temporary emergency State aid, and the appropriate mechanisms for closing institutions. Several of the independent institutions have made helpful suggestions or inquiries along these lines. Nine of them are described below.

1. Because there will be a drastic cut in the number of high school graduates after the next decade, it is a common assumption that a number of college and university campuses must be liquidated or merged. Politically, it will be most difficult for the state executive and legislative branches to enforce actions that will cause a community college or other government-sponsored campus to liquidate or merge with another institution. And yet, as the situation requires, it is educationally imperative that the government-sponsored campus be judged on the same academic criteria as the independent campus for purposes of deciding redundancy. Certainly, if all of the liquidation and merging has to be done within the independent sector, then the balance of enrollments between the government-sponsored and independent sectors will be irretrievably impaired. Hence, the state must set up criteria for determining the weaknesses of institutions and apply them objectively throughout the state to both government-sponsored and independent-sponsored campuses. Any other policy or procedure will mean not only an educationally unsound and unfair weakening or demise of independent institutions, but it will add immeasurably to the cost to the taxpayer.

There will be those who will say, "But we have built these fine public institutions. Surely we must protect our investments." They forget that in the ownership of 90 fine Cadillacs, it is an obligation to the taxpayer to sell or to abandon 10 or 15 of them when they are no longer needed, in order to save the annual operating costs of drivers, gas, oil, maintenance and repairs.

2. As for the mechanisms which the state should establish to assist institutions to close when they are unable to maintain a viable operation, it is felt that the viability of an institution should be a measure of the nature of its function and the reasonableness of its cost to the taxpayers in the performance of that function. The state should establish a mechanism for determining whether the public function being performed by an institution is being done at a cost advantage to the citizenry as a whole. If so, then the institution should be provided the necessary financial assistance. This measure of viability should be applicable to either a government-sponsored or an independent institution with cost computed in the same manner. (This thought comes from Ladycliff College.)

3. Ladycliff also makes this contribution: a temporary financial difficulty is that condition traceable to a specific set of causes for which an economically-sound correction is feasible. For both government-sponsored and independent institutions, a team of outside consultants plus members of the institutions' staffs should be used to make such a determination. Adding the thinking of other institutions, the state should provide temporary financing to meet a temporary financial difficulty.

4. Dowling College points out that the area which most affects an institution's costs is the traditional full-time faculty requirements. Instructional costs have increased considerably within the past five years with or without unionized instructional services. Can the state's full-time faculty guidelines be revised so as to permit institutions to use adjunct faculty? This will greatly reduce instructional costs. (Or, perhaps, can the guidelines be eased temporarily for certain institutions at particular periods?)

5. Several institutions feel that one of the more critical problems facing independent institutions is that of debt service. The outstanding long-term indebtedness in the independent sector is over $800 million, two-thirds of which is New York State Dormitory Authority bonds and one-third, federal obligations. The institutions urge that the state, through the Dormitory Authority or other agency, make it possible for a college to ease its debt service by extending the period of amortization or lowering the interest rate now being borne by the college, or by a combination of both. This has to do not with construction plans for the future, but with capital expenditures already financed — and in some cases, through private sources. This is not to talk of forgiveness of debt or even moratorium, except insofar as the latter might fit into an agreement that lessens the principal and interest payments over a period of years and permits temporary relief.

Ladycliff College phrases it this way: "Capital debt service resulted largely from the encouragement of the state agencies to help the state meet the huge educational load foreseen in the 1960's. The state, in turn, expanded its own facilities — and so we face the problem that the independent institutions are now competing directly with the 'debt-free' government-sponsored institutions. Any policy of the state should acknowledge the duality of responsibility and hence, it is hoped that there could be generated a reasonable debt service policy of reducing the annual amount as much as possible by restructuring the debt."

6. Dowling College adds: Perhaps the restrictions on the uses made of state-funded buildings can be relaxed.

7. Adelphi University suggests that the state could assist institutions to adjust to lower levels of operation by the provision of low-cost loans for the rehabilitation of aging buildings and capital equipment.

8. Russell Sage College states that still another way for the State to assist in adjusting to lower levels of operation is to provide a program which would make available visiting or consulting faculty and administrators to fill temporary institutional needs for two or three years. Such individuals could be available from under-subscribed programs at a government-sponsored or independent institution, or recruited specifically for the program. The state could assume all or part of the salary, on a temporary basis; the individuals would realize that their appointments would be temporary.

9. Fordham University offers this thought: In providing temporary assistance, the state should be guided by the history of the institution's effectiveness in managing its own affairs over a period of years plus the institution's submitting a feasible plan for bringing its house in order. In other words, the state should provide emergency assistance if the institution has a history of good management and if it may be concluded that its problems have resulted from conditions beyond its control.

FISCAL PLANNING

The second category of information under finance requested by the Regents is ways in which the independent institutions are undertaking fiscal planning to insure continued viability in a time of declining enrollments.

It should be noted at the outset that the statements and observations in this section do not entirely cover institutions facing declining enrollments. A number of institutions have referred to the fact that they expect a continuing stable enrollment and some of these are the University of Rochester, Cornell, Vassar, Webb, Hartwick. Modest increases are expected by Polytechnic, Nyack, Juilliard and Mannes College of Music. This does not represent a full inventory by any means. Despite no expectations of declining enrollments, these institutions have tightened and continue to tighten their belts and have set up long-range planning and budgetary controls. It is interesting to note that Hobart is already projecting enrollments for 1980 and 1984 at a level of about seven percent below current enrollment, and is preparing to make appropriate adjustments.

Some of the enrollment estimates coincide with the enrollment projections made by the State Education Department and the categorizations of independent institutions provided by the Department for 1990 — and some do not coincide. The State Education Department is to be congratulated for its courage in making the projections and categorizations for 1990, dangerous as they may be. This has been helpful to the independent institutions and undoubtedly has acted as a great spur to better fiscal control and planning.

Overall, the statements from the independent colleges and universities reflect a very healthy atmosphere of fiscal planning and prudence. Long-range planning and budgetary control are more in evidence than ever before. Some institutions have already met and conquered adversity and face the future with reasonable confidence; Elmira is an outstanding example of achieving relative financial stability after a long period of decline. Some institutions stated that they would definitely accept program terminations rather than a reduction in quality of programs.

It is most encouraging to receive from the independent institutions reports that show a great variety of plans, a large amount of flexibility, and evidences of one of their basic assets, diversity. It is a strength of New York State higher education that the actions and the planning are in the hands of so many dedicated boards of trustees and chief executive officers — in so many different environments and localities.

The ways in which the institutions are undertaking fiscal planning can be divided into six categories:

(1) Planning and budgeting.
(2) Budget control and cost analysis.
(3) Academic programs and recruitment.
(4) Faculty and staff.
(5) Fund-raising and public relations.
(6) Facilities.

(1) Planning and Budgeting

All of the institutions have trustee finance and/or budget committees. Many of them have also established long-range planning committees. For some time, for example, Colgate has had a permanent Commission on Budget and Long-Range Planning. Two years ago, Canisius formed a Board of Trustees' Finance and Budget Committee which meets monthly throughout the year. Barnard has recently created a Long-Range Planning Committee of Trustees. Barnard has also set up an Administrative Committee and an Ad Hoc Faculty Committee which has already led to a five to ten percent reduction in personnel costs for 1976-77. A Contingency Planning Council has been established at Hartwick. The Academic Senate at Iona has recommended the formation of a Contingency Planning Committee. The administration and trustees there, however, are proceeding discretely with this. They appreciate the extreme care and sensitivity which must guide the work of such a committee as it studies what academic programs, college services, and activities should be drastically curtailed or eliminated in anticipation of critically short fiscal resources.

Two years ago, an ad hoc committee of Cornell's Board of Trustees made a most comprehensive and exhaustive study of the future financial status of the University. This led to many recommendations under the headings of equilibrium, liquidity, contingency planning, objectives for invested funds, gift policies, impact of external funding, and academic facilities and plan. For example, under equilibrium, the University administration has a plan for making adjustments in general purposes operations to reduce them on the order of seven to ten million dollars over a three-year period so that Cornell may reach a state of financial equilibrium by 1978.

More and more of the independent institutions are undertaking five-year budgetary planning, updating them each year. Manhattan, Nazareth, the University of Rochester, Mannes, Marymount Manhattan, to mention

just a few, are adhering to that discipline. N.Y.U. has completely altered its budgeting process to allow for more realistic planning. In addition to the five-year budgetary cycle, Clarkson undertakes a long-range fifteen-year look at its fiscal planning. Smaller institutions such as Mercy, Elizabeth Seton, Houghton and King's are undertaking budget cycles of up to three years. There is more broad-based participation from the faculty and students in budget planning, as illustrated by Marymount Manhattan.

(2) Budget Control and Cost Analysis

Most of the independent colleges and universities have already gone through the experience of tightening their belts in the last several years — and they are prepared to tighten them still further when and if it becomes necessary. They have eliminated programs and curtailed staff. Hofstra is a particular illustration of reducing its budget by several millions of dollars. In most cases, there continues an ongoing review of all expenditures, as well as, in some cases, a freeze on the number of administrative staff.

Particular attention has had to be given to reducing the consumption of energy because of the tremendous increases in costs of fuel and electricity. St. John's reports particular efforts in this respect. Medaille, along with others, has changed its college calendar in order to conserve energy. Elizabeth Seton has changed its work hours. The salary year at Alfred has been changed to the calendar year starting January, 1977 so that fall enrollment and tuition income will be known before granting any salary increases.

There is increased interest in management information systems. Ithaca and Canisius, for example, are operating management information systems along with self-study Niagara keeps current its cost analysis of all programs. Maria is investigating NCHEMS for purposes of cost analysis of its programs.

(3) Academic Programs and Recruitment

The rich diversity and ingenuity of so many of the independent colleges and universities are shown in their efforts to maintain, and in some cases to increase, student enrollment. New York Institute of Technology refers to new markets and new methods, and providing training for higher-order performance skills and leisure-time interests.

Skidmore described what many of the institutions are doing in developing a changing and flexible curriculum, to appeal to wider ranges of students, including those outside of the traditional 18-22 age group. Fordham also emphasized the need for a broad flexible base of academic programs. Both Pace and Fordham refer to developing more regular and special part-time evening programs for students over 22. The subject of non-traditional studies was also mentioned, particularly by LIU.

Many of the institutions plan more active student recruitment programs and some of them referred to it in terms of aggressive marketing. St. John's, Bard, Marymount and Molloy made particular mention of this.

Expansion of geographic base has occurred at Pace in going to White Plains, and by Polytechnic in going into Long Island and Westchester. Another way of offsetting declining enrollments is reduction in attrition of enrolled students. Skidmore made particular reference to this.

(4) Faculty and Staff

Many institutions are committed to making more productive use of faculty time. Sarah Lawrence will allow attrition to reduce the number of teaching days and they will aim for an increase of twenty percent over a period of time in student/faculty ratio. Several of the institutions mentioned their preparing to increase average class size (St. John's, Adelphi, Manhattan, Dowling) as well as increasing student/faculty ratios to 17 to 1 or 18 to 1 (Wagner, Siena, Dowling).

In severe financial strain, institutions do not fill faculty and staff vacancies. By controlling the use of adjunct and faculty overload during the heavier enrollment period of the year, some institutions feel that they will have greater flexibility in their student/faculty ratio (L.I.U. and Academy of Aeronautics).

L.I.U. points to the retraining of underutilized faculty in related disciplines as well as minimizing long-term commitments in personnel. Elmira, for example, has a fifty percent limitation on its faculty tenure. Unfortunately, however, the percentages of faculty with tenure have continued to increase. It is expected by at least some of the institutions that academic collective bargaining will increase and this will tend to push up expenses.

(5) Fund-Raising

As has been repeatedly emphasized in studies of the field, private philanthropy is on the wane as a proportion of the operating resources required to sustain non-profit institutions. More and more affluent Americans are adhering to the credo "I gave at the IRS." In spite of this, all independent institutions of higher education in New York are intent upon strengthening their fund-raising efforts. A very high proportion emphasized this area as one which they will more actively pursue in the future. The institutions emphasizing this objective range from the large to the small. For some institutions, such as Bard, Concordia, and Russell Sage, this will represent a new development or one at a much higher level, and they have recruited staff to do this work. Several of the institutions are in the midst of major fund-raising drives: $36,000,000 for Juilliard, $5,000,000 for St. Bonaventure, $10,000,000 over the next ten years for endowment at Canisius, and a campaign at Elmira to increase endowments to $6,000,000 in order to fund institutional scholarships projected for 1980-81.

(6) Facilities

As might be expected, the independent institutions will severely limit their capital expenditures. St. Lawrence, Long Island University and St. John's specifically referred to this. Adelphi and Barnard have adopted a policy that there will be no renovation or expansion planned unless the resources are available to support it.

Several institutions refer to the need for more efficient use of their plant. St. Lawrence and Nyack have embarked on a program of maximizing the use of existing facilities year-round. The use of facilities by outside groups is another way, referred to by Marymount and Mt. St. Vincent. Medaille is making creative renovations instead of looking for new facilities. In addition, they make good use of off-campus facilities.

INTERINSTITUTIONAL COOPERATION

The third category of information under finance requested information on participation in regional consortia, Regents' regional advisory councils, and other inter-institutional cooperative endeavors.

With the possible exception of a very few, all of the independent colleges and universities in New York State are engaged in some form of inter-institutional cooperation. Understandably, geography is an important factor. The largest number of activities in inter-institutional cooperation lie in the large centers of New York City, Westchester, Albany, Rochester and Buffalo.

The Regents have formally recognized three regional advisory councils in the New York City, Northeastern and Rochester areas. All of the government-sponsored and independent institutions in these three areas are nominal participants in the respective councils. In addition, there are others: Western New York Consortium of eighteen public and independent institutions; the Associated Colleges of the St. Lawrence Valley with two public and two independent members; the Associated Colleges of the Mid-Hudson area; the Long Island Regional Advisory Council of all public and independent institutions in that area; the Brooklyn Educational Cultural Alliance; and the Consortium of Westchester Colleges (for teacher education). There are still other consortia for scientific and research purposes, and there are numerous state and intra-state councils and combinations of business officers, financial aid officers, admissions officers and others. All in all, there is a tremendous amount of cross-fertilization.

The question is, how useful have these consortia been in improving the educational and fiscal viability of the institutions? They have done much good. There have been both educational and financial economies in such areas as cross-registration, sharing of library resources, some elimination of duplicate courses, purchasing, and the sharing of business and financial information. And in New York City, the Regional Council has served as an excellent sounding board for the introduction of new programs or major changes in curriculum in the government-sponsored and independent sectors there. To the extent that these discussions have helped to prevent duplication of programs and resources, they may be counted as an improvement in fiscal viability.

The success of the regional advisory council would seem to lie in the open discussion and debate on the addition of new programs or major changes in curriculum, particularly at a time of future declining enrollments. After all, the basic reasons for regional cooperation are to reduce duplications and to share resources while enhancing educational quality. New York State is huge, and the Regents' responsibilities in approving new programs and major changes in curriculum are enormous. The Regents need all of the advice possible in their approving processes, and the regional council would seem to make sense for this very reason.

There are perhaps two major problems with the councils: structure and function on the one hand, and staffing and services on the other. In reference to the former, there are at least three schools of thought. One would have strong regional bodies with decision-making authority on new programs and with appellate review only to the Regents. Another would have strong regional bodies with advisory powers only. The Regents would refer all new programs and important changes in curriculum to the regional councils and ask that they review, discuss and recommend. The Regents would continue, however, to have the sole power to approve, disapprove or amend. The third school of thought would have no Regents' regional advisory councils at all.

None of these viewpoints gainsay the desirability of regional consortia for the benefits mentioned above. And few, if any, would discourage the elimination of programs which are educationally unnecessary, academically weak and/or fiscally duplicative of programs already offered by other institutions.

The second problem with the councils is that of staffing. Whatever their structure and function, they need relatively modest appropriations from the state so that they have adequate staff. All of their financial support has been supplied by the participating colleges and universities, except for a generous grant from the Ford Foundation for New York City. The New York City Council operated effectively for several years, but it is presently inactive because of lack of funds. As several institutions there reported, they feel they are deprived of a salutary planning and developing experience.

In addition to the consortia mentioned above, several universities, particularly Cornell and Columbia and Rochester, are involved in a number of consortia devoted to specific scholarly research activities in the state, in the region and in the nation.

Still further, there are literally hundreds and hundreds of examples of inter-institutional cooperation between two or more institutions. There follows a list of such agreements but it is far from complete. There are a larger number of cases of independent colleges working with other independent colleges but there is a healthy mixture of cooperation and coordination between independent and public campuses.

Pace and Polytechnic: Joint master's degree in Management Science.

Marymount Manhattan and Hunter College: Interchange of courses.

Manhattan and Mt. St. Vincent: Very extensive interchange of academic programs.

Marymount has cooperative exchanges in course work with *Mercy, Briarcliff, Iona,* and *Pace.*

Academy of Aeronautics and New York Institute of Technology: Bachelor of Technology degree.

Marymount Manhattan and Mannes: Single business office staff; mixed use of classroom facilities; single music department; and interchange of course work.

Pratt's Department of Chemical Engineering and Polytechnic: Teaching and laboratory facilities.

NYU has joint programs with Princeton and six New York City public and independent universities. In addition, NYU has joint degree programs with several out-of-state and foreign universities.

Concordia has exchange programs with *New Rochelle, Iona* and *Pace.*

Pace rents 140 dormitory accommodations at *Briarcliff.*

Mercy and Westchester Conservatory of Music: B.A. in Music.

Mercy and L.I.U. — Brooklyn: Graduate courses in bi-lingual education and business administration.

Molloy and Southampton: M.A. in education.

Nyack and Rockland Community College: Interchange in several courses of study.

Cornell and Ithaca: Free exchange of students.

All graduate institutions in New York State Region Three permit free interchange of full-time graduate students on a space-available basis.

Cornell Medical College and Rockefeller University: Combined M.D. — Ph.D. degree.

Five Associated University Libraries (FAUL) combines the *library* resources of *Rochester, Cornell, Syracuse* and the *State Universities at Buffalo and Binghamton.*

Elmira and *Hartwick* support and staff the College Center of the Finger Lakes.

Russell Sage and *Albany Medical:* Joint work in physical therapy and in nursing.

Kirkland and *Utica:* Joint work in education and language.

Colgate and five others: Cooperative student exchange programs.

Hamilton in joint arts/engineering degree programs with *Columbia, RPI, MIT.*

Malcolm-King: Harlem College extension — co-sponsored by *Fordham, Marymount Manhattan* and *Mt. St. Vincent.*

Canisius and F.I.T.: Joint marketing B.S.

Medaille and Rosary Hill: Free exchange of faculty.

Canisius and Medaille: Joint program for elementary education teachers.

Cooperative library privileges for students *at Canisius.*

D'Youville, Rosary Hill and *Medaille.*

Medaille has articulation agreements with six community colleges throughout the State.

Canisius has articulation agreements with the three campuses of *Erie Community College.*

STUDENT CHARGES

The fourth category of data required under the chapter on finance requested information on tuition and fees, room and board charges projected to 1980. Schedule 8 (page 57) shows all of the figures requested. In addition, there are described below some of the highlights of these figures.

Undergraduate Tuition and Required Fees

The average undergraduate tuitions and required fees this past year, weighted on a full-time enrollment basis, were $2,790 for all reported independent colleges and universities in New York State. This represents an increase of 36 percent over the past five years, or an average annual increase of over six percent. These same institutions estimate that their average weighted tuition and fees in 1980 will be $3659 — an increase of 31 percent or an average of 5½ percent annually. (See Table D-1 below).

Within these totals, the five multiversities carried the highest tuition and fees, an average of $3,585 last year, up 43% since 1970 for an average annual increase of 7½ percent. They estimate $4,909 in 1980, an additional increase of 37 percent, or an average annual increse of 6½ percent.

Comparable figures for universities, colleges complexes and engineering and technical schools are shown below in Table D-1. Of interest are the engineering and technical schools which have a more expensive undergraduate curriculum. Their charges rose 25 percent in the last five years (an average of 4½ percent annually) and are estimated to increase only 22 percent by 1980 (an average of four percent annually).

TABLE D-1

UNDERGRADUATE TUITION AND REQUIRED FEES AVERAGE WEIGHTED ON FULL-TIME ENROLLMENT BASIS

	All Independents**	Multiversities	Universities	College Complexes	Engineering and Technical
1975	$2790	$3585	$2560	$2933	$2602
Increase 1970-75	36%	43%	31%	42%	25%
1980 (Est.)	$3659	$4909	$3284	$3919	$3192
Increase 1975-80	31%	37%	28%	34%	22%

**Includes other categories not detailed here: small colleges, health centers, specialized and two-year colleges.

Graduate Tuition and Required Fees

The average graduate tuitions and required fees this past year, weighted on a full-time enrollment basis, were $3,135 for all reported independent institutions in New York State with graduate instruction. This represents an increase of 48 percent over the past five years, or an average annual increase of eight percent. These same institutions estimate that their average weighted tuition and fees in 1980 will be $4,206 — an increase of 34 percent or an average of slightly over six percent per year. Average graduate charges were 12 percent higher than average undergraduate charges in 1975, and are estimated to be 15 percent higher in 1980.

Within these totals, two health centers carried the highest charges, an average of $3,478 last year, up 103 percent since 1970 for an average annual increase of over 17 percent. They estimate $5,348 in 1980, an additional increase of almost 54 percent or about seven percent per annum.

In second place are the specialized institutions with graduate charges of $3,456 in 1975 and $4,408 estimated for 1980.

Graduate tuition in the five multiversities was only slightly less than that reported by the above two groups, $3,441 in 1975 with an estimated increase to $4,749 in 1980 (about 6½ percent per year.) Interestingly, graduate charges are three to four percent lower than undergraduate charges in 1975 and in 1980.

The college complexes had graduate charges of only $1,970 in 1975 (almost $1,000 less than their undergraduate charges). They estimate $2,640 in 1980, an increase of 34 percent or an average of almost six percent per year (still $1,300 less than their estimated undergraduate charges.) See Table D-2 below.

In six of the eight categories with graduate work, the graduate charges are less than the undergraduate charges in 1975 and in 1980; this situation is true for five of the eight categories.

UNDERGRADUATE CHARGES EXCEED GRADUATE CHARGES BY

	1975		1980	
Multiversities	$ 144	4%	$ 160	3%
Universities	223	10	117	4
College Complexes	963	49	1,279	48
Colleges	468	20	534	22
Engineering and Technical	26	1	–	–
Seminaries	660	36	916	39
Specialized	$ 904	35%	$1,142	35%
Health Centers	1,941	126	3,398	174
Engineering and Technical	–	–	172	5

TABLE D-2

GRADUATE TUITION AND REQUIRED FEES AVERAGE WEIGHTED ON FULL-TIME ENROLLMENT BASIS

	All Independents**	Health Centers	Specialized	Multiversities	College Complexes
1975	$3,135	$3,478	$3,456	$3,441	$1,970
Increase 1970-75	48%	103%	37%	57%	40%
1980 (Est.)	$4,206	5,348	4,408	4,749	2,640
Increase 1975-80	34%	54%	28%	38%	34%

**Includes other categories not detailed here: universities, small colleges, engineering and technical, seminaries.

First Professional Tuition and Required Fees

The average first professional tuitions and required fees this past year, weighted on a full-time enrollment basis, were $3,369 for all reported independent colleges and universities in New York State. This represents an increase of 59 percent over the past five years, or an average annual increase of ten percent. These same institutions estimate that their average weighted charges in 1980 will be $5,011 - an additional increase of 49 percent or an average of slightly over eight percent annually. (See Table D-3 below.)

Within these totals, the two health centers carried the highest charges, an averge of $4,253 last year, up 94 percent since 1970. They estimate $8,472 in 1980, an additional dramatic five-year increase of 99 percent.

Comparable figures for multiversities, specialized colleges, and universities are shown below in Table D-3. The multiversities carry the second highest charges because they include four medical and four law schools. The specialized schools include Albany Law, Brooklyn Law and New York Law. The universities include law schools at Fordham, Hofstra and St. John's.

TABLE D-3

FIRST PROFESSIONAL TUITION AND REQUIRED FEES AVERAGE WEIGHTED ON FULL-TIME ENROLLMENT BASIS

	All Independents	Health Centers	Multiversities	Universities	Specialized
1975	$3,369	$4,253	$3,718	$2,622	$2,326
Increase 1970-75	59%	94%	56%	52%	77%
1980 (Est.)	$5,011	$8,472	$5,275	$3,636	$3,294
Increase 1975-80	49%	99%	42%	39%	42%

Room Charges

The average room charge this past year in all reported independent colleges and universities, weighted on a full-time undergraduate enrollment basis, was $782, up 33 percent from 1970 or an average annual increase of six percent. The estimate for 1980 is $1,030, representing an additional five-year increase of 32 percent, again an average annual increase of six percent.

Comparable figures for universities, multiversities, engineering and technical, and college complexes are shown in Table D-4 on following page.

TABLE D-4

ROOM CHARGES WEIGHTED ON FULL-TIME ENROLLMENT BASIS

	All Independents**	Universities	Multiversities	Engin. & Tech.	College Complexes
1975	$ 782	$ 900	$ 881	$ 858	$ 687
Increase 1970-75	33%	38%	28%	40%	35%
1980 (Est.)	$1,030	$1,155	$1,196	$1,038	$ 924
Increase 1975-80	32%	28%	36%	21%	35%

**Includes other categories not detailed here: small colleges, seminaries, and two-year colleges.

Board Charges

The average charge for board this past year, weighted on a full-time undergraduate enrollment basis for all reported independent institutions was $776, up 30 percent from 1970 or an average annual increase of 5½ percent. The estimate for 1980 is $1,040, representing an additional five-year increase of 34 percent, for an average annual increase of six percent.

Comparable figures for universities, multiversities, engineering and technical, and college complexes are shown below in Table D-5.

Board charges are less than room charges in the universities (18 percent in 1975 and 12 percent in 1980), about the same in multiversities, and eight percent more than room charges in the college complexes.

TABLE D-5

BOARD CHARGES WEIGHTED ON FULL-TIME ENROLLMENT BASIS

	All Independents**	Universities	Multiversities	Engin. & Tech.	College Complexes
1975	$ 776	$ 740	$ 865	$ 786	$ 739
Increase 1970-75	30%	25%	28%	39%	32%
1980 (Est.)	$1,040	$1,012	$1,153	$1,017	$1,001
Increase 1975-80	34%	37%	33%	29%	36%

**Includes other categories not detailed here: small colleges, seminaries and two-year colleges.

The following pages show the detail of Schedule 8 "Annual Per Student Charges by Degree Level," for all categories of institutions.

SCHEDULE 8

FULL-TIME ANNUAL PER STUDENT CHARGES BY DEGREE LEVEL AND TYPE OF STUDENT ATTENDANCE
1970, 1974, 1975, 1980

TOTAL – ALL INSTITUTIONS

	Actual (Fall)			Projected 1970-1975			Projected 1975-1980	
Type of Charges	1970	1974	1975	Numerical Increase	Percent Increase	1980	Numerical Increase	Percent Increase
Undergraduate Tuition and Required Fees	$2,057	$2,634	$2,790	$ 733	35.6%	$3,659	$ 869	31.1%
Graduate Tuition and Required Fees	2,115	2,852	3,135	1,020	48.2	4,206	1,071	34.2
First Professional Tuition and Required Fees	2,122	2,984	3,369	1,247	58.8	5,011	1,642	48.7
	589	719	782	193	32.8	1,030	248	31.7
Board Charges	599	706	776	177	29.5	1,040	264	34.0

Figures exclude LIU-Brooklyn College of Pharmacy, Yeshiva University, Manhattanville College, New School for Social Research, Briarcliff College, Houghton College, Utica College, Wadhams Hall, Cooper Union, Webb Institute, Albany Law School, Parson's School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, Elizabeth Seton College, Five Towns College, Harriman College, College for Human Services, Culinary Institute, LaSallette Seminary and all seminaries except Nyack College. Also excluded are Finch College and Mills College which are no longer operational.

CURRENT FUNDS DATA

The fifth category of information which is called for under the chapter on finance requests that current funds data be projected to 1980. Projecting data for five years ahead, to 1980-1, is a very useful discipline and task. It must be realized, however, that the many institutions which responded have used quite different economic indicators in arriving at their 1980 estimates.

Schedule 9, attached, shows the revenues, expenditures, transfers, and surpluses (deficits) for 1973-4, 1974-5, and estimated for 1980-1. A brief summary of these figures is shown in Table D-6 below.

I. Current Funds Revenues

The 92 institutions which submitted wholly usable data reported total current funds revenues of $1.58 billion for 1974-5, which represented an increase of $148 million or 10.3 percent more than 1973-4. Their projected revenues for 1980-1 are $2.13 billion, an estimated increase of $550 million or 34.7 percent more than 1974-5. This six-year projected increase is equivalent to an average increase of five percent per annum.

It is not known whether the growth in revenues for the independent sector between 1973-74 and 1974-5 can be considered normal. It is of interest and somewhat revealing, however, to compare that one-year growth with the projected six-year growth between 1974-5 and 1980-1. This comparison, made in Table D-7 (next page) also shows how the respective growths compare by category of colleges and universities.

In Table D-7 the average annual growth rates in revenues during the six-year period, to 1980-1, range from 4.5 percent for multiversities to 6.5 percent for the engineering schools — for an overall average of five percent. These estimated rates are less than half of the actual growth rate for 1973-4 to 1974-5 in the case of the total sector and in the 43 institutions represented by the group averages for multiversities, colleges, engineering, and health centers. In the remaining 49 institutions (universities, college complexes, and all others), the estimated annual rate of five percent, projected to 1980-1, compares with an actual rate of seven percent for 1973-4 to 1974-5.

Note: The figures in this section on Current Funds cover 92 institutions. Institutions which did not submit data number 17 colleges and universities and 20 seminaries. Of the 17 colleges and universities missing, only 9 are members of clcu.

TABLE D-6

SUMMARY OF REVENUES, EXPENDITURES AND TRANSFERS
1973-4, 1974-5, and 1980-1

In $ Millions		1973-4	1974-5	1980-1	Increase 1974-80
I.	**Revenues**				
	A. Education and General	$1,187	$1,310	$1,754	34%
	B. Student Aid Grants	50	57	72	27
	C. Major Service Programs	30	36	59	65
	D. Auxiliary Enterprises	168	180	247	37
		$1,435	$1,583	$2,133	35%
II.	**Expenditures**				
	A. Education and General	$1,082	$1,200	$1,610	34%
	B. Student Aid Grants	102	112	154	38
	C. Major Service Programs	34	41	64	57
	D. Auxiliary Enterprises	153	169	236	40
		$1,371	$1,521	$2,063	36%
III.	**Surplus Before Transfers**	$ 64	$ 62	$ 69	12%
	A. Debt Service	47	53	50	−5
	B. Other Mandatory Transfers	6	5	4	−7
IV.	**Surplus Before Non-Mandatory Transfers**	$ 11	$ 4	$ 15	275%
	Non-Mandatory Transfers	3	9	13	43
V.	**Surplus After Transfers**	$ 8	$ −5	2	139%

TABLE D-7

RATES OF GROWTH IN REVENUES – BY CATEGORY OF INSTITUTION FROM 1973-4 TO 1974-5 AND FROM 1974-5 TO 1980-1

	Increase between 1973-4 and 1974-5		Increase between 1974-5 and 1980-1		
	$ Million	Growth Rate	$ Million	6-yr. Growth Rate	Average Annual Growth Rate
TOTAL (92)	$148	10.3%	$550	34.7%	5%
Multiversities (4)	62	9.5	219	30.6	4.5
Universities (5)	12	7.0	61	33.7	5
College Complexes (24)	17	7.0	94	36.4	5.25
Colleges (28)	17	17.0	45	39.0	5.5
Engin. and Tech. (8)	20	15.5	71	47.6	6.5
Health Centers (3)	15	18.5	34	35.4	5
All Others (20)	5	7.2	26	39.8	5.75

In Table D-7, the multiversities — four, excluding the University of Rochester — claim 42 percent ($62 million) of the total $148 million growth between 1973-4 and 1974-5 and 40 percent ($219 million) of the total $550 million growth estimated for the period between 1974-5 and 1980-1. In both periods their rate of growth is less than the average for the entire sector.

The four multiversities make up 45 percent of the total current funds revenues for 1973-4, 1974-5, and 1980-1.

If the University of Rochester were included, the multiversities would account for 50 percent of the total.

The rates of growth in revenues for the two periods involved **by category of revenue** are shown below in Table D-8. In all ten categories of revenue, the average estimated annual growth rate projected to 1980-1 is less than the one-year rate for 1974-5 — considerably less in half of the categories.

TABLE D-8

RATES OF GROWTH IN REVENUES – BY CATEGORY OF REVENUE FROM 1973-4 to 1974-5 and from 1974-5 to 1980-1

	Increase between 1973-4 and 1974-5		Increase between 1974-5 and 1980-1		
	$ Million	Growth Rate	$ Million	6-yr. Growth Rate	Average Annual Growth Rate
TOTAL	$148	10.3%	$550	34.7%	5.0%
State Tuition and Fees	56	9.3	295	44	6.25
Federal Appropriations	8	85.0	– 8	–43	–6.0
State Appropriations	2	2.9	8	12	2.0
Endowment Income	8	15.9	17	29	4.5
Private Gifts	5	5.9	26	30	4.5
Sponsored Research	11	7.4	50	32	4.5
Other Educational and General	33	14.1	57	21	3.5
(Total Educational and General)	(123)	(10.4)	(445)	(34)	(5.0)
Student Aid Grants	7	13.4	15	27	4.0
Major Service Programs	6	18.5	23	65	8.5
Auxiliary Enterprises	12	7.2	67	37	5.5

1. **Tuition and fees** increased by 9.3 percent in 1974-5 and are estimated to increase 44 percent in the six years projected to 1980-1, which is equivalent to an average annual rate of 6¼ percent. Within these totals, the three health centers estimate the very largest increases. On top of a 30 percent increase in tuition revenue for 1974-5, they project an additional 88 percent increase by 1980-1, for an annual growth rate of 11 percent. Next largest are the 28 colleges which project a six-year increase of 61 percent, equivalent to an average 8 percent plus per annum.

a. Affecting these increased revenues from tuition and fees are the estimates that total enrollments are projected to increase by 17.5 percent during this six-year period: only five percent in the multiversities and seven percent in the universities, but 28 percent in the colleges and 67 percent in the engineering schools. Noteworthy is Columbia's goal of 13 percent increase by 1980.

b. Undergraduate tuition and fee rates (average weighted) are estimated to increase 31 percent from 1975 to 1980, equivalent to an annual growth rate of 5½ percent. For this five-year period, they range from a high of 37 percent, or 6½ percent annually, in the multiversities to a low of 22 percent, or four percent annually, in the engineering schools. Most of the institutions project five to six percent increases in tuition and fee rates. Of interest is Elmira's expectation to increase by only ten percent during the six years. Most unusual, Mercy College expects to maintain through 1980-1 the $1,700 annual charge which has been in effect since 1970.

In the five years from 1975 to 1980, graduate tuition and fee rates are projected to increase by 34 percent, an equivalent of six percent annually. First professional rates are estimated to increase 49 percent during the same period, an average 8¼ percent increase annually. Included in these latter figures are the two medical schools, which almost doubled their rates between 1970 and 1975 and which estimate another doubling between 1975 and 1980.

c. In the six fiscal years, 1975 to 1981, tuition and fees are expected to play a slightly higher role as a source of revenue in 1980-1 than in 1973-4 and 1974-5. They represent 54.6 percent of Total Educational and General Revenues (which include Sponsored Research) in 1980-1 as compared with 51.2 in 1974-5 and 50.7 in 1973-4.

The five universities, which as a group lean most heavily on tuition revenue, are counting on it to provide 85.7 percent of their Total Educational and General Revenues in 1980-1, only slightly more than the 84.6 in 1974-5 and 83.5 in 1973-4. But the 28 colleges have estimated a larger dependence on tuition revenue; in 1973-4 it provided 75.9 percent of their Total Educational and General Revenues, 68 percent in 1974-5, but a considerable jump to 80.6 in 1980-1.

This is largely a consequence of a more conservative expectancy from other revenue sources, particularly the extremely low level of support anticipated from State appropriations.

d. In spite of the 92 somewhat different projections for tuition rates and enrollment sizes, and in spite of the slightly higher role of tuition as a source of revenue in 1980-1, the make-up of total tuition revenue within the independent sector by category of institution is remarkably similar in projected 1980-1 to both 1973-4 and 1974-5. In other words, no particular segment over-influences the independent sector's 1980-1 projections for total tuition revenues, as noted below:

MAKE-UP OF TOTAL TUITIONS AND FEES FOR INDEPENDENT SECTOR BY CATEGORY OF INSTITUTION

	1973-4	1974-5	1980-1
Multiversities	30.9%	30.9%	30.6%
Universities	20.0	19.8	18.8
College Complexes	23.7	23.4	22.8
Colleges	9.7	9.6	10.6
Engineering and Technical	10.0	10.5	11.1
Health Centers	.7	.8	1.1
All Others	5.0	5.0	5.0
Total – %	100.0%	100.0%	100.0%
Total – $ million	$607	$664	$958

2. **Federal Appropriations** — not for Sponsored Research or Student Aid — are estimated to fall from $18.5 million in 1974-5 to $10.6 million in 1980-1 (approximately the same total for 1973-4). This decrease is attributable to two factors. Eisenhower College received a special one-time grant from Congress of $9 million, $7.5 million of which was received in 1974-5. Albany Medical College received $1.4 million in Federal appropriations in 1974-5 and estimates zero receipts in 1980-1.

3. **Endowment Income and Private Gifts** are estimated to increase by 29 to 30 percent by 1980-1. Equivalent to an annual growth rate of 4½ percent, this falls somewhat short of the average increase in expenditures that is expected. Although it represents a rather substantial goal for the independent sector, the fall in voluntary giving would add to the sector's increased tuition dependency. Several of the institutions are already engaged in major fund-raising campaigns and others are planning to do so. For example, Elmira plans to double its endowment. The huge majority are counting on stepped-up development efforts.

4. **Sponsored Research, Student Aid, Major Service and Auxiliary Enterprises** show projected increases which are discussed below under the respective expense categories.

II. Current Funds Expenditures

The 92 institutions involved in this chapter reported total current funds expenditures of $1.52 billion for 1974-5, which represents an increase of $150 million or 11 percent more than 1973-4. Their projected expenditures for 1980-1 are $2.06 billion, an estimated increase of $542 million or 36 percent more than 1974-5. This six-year projected increase is equivalent to an average increase of 5¼ percent per annum.

The one-year growth between fiscal 1974 and fiscal 1975 is compared below with the projected six-year growth between fiscal 1975 and fiscal 1981. Table D-9 shows the comparison by category of institution. Table D-10 shows the comparison by category of expenditure.

In Table D-9 the average annual growth rates during the six-year period, to 1980-1, range from 4.5 percent for the multiversities to 6.75 percent for the engineering schools — for an overall average of 5.25 percent. In most cases, these projected annual rates are less than half of the actual growth rate for 1973-4 to 1974-5. The average annual projection rates of expenditures for the six years are almost the same as those of revenues (see Table D-7), except in the case of the 28 colleges — where expenditures are estimated to grow 6.5 percent per year, and revenues only 5.5 percent.

The rates of growth in revenues for the two periods involved by **category of expenditures** is shown below in Table D-10. In all nine categories of expenditures, the average annual growth rates projected to 1980-1 are less than the one-year rate for 1974-5; in fact, they are only half or even less in seven of the categories. There follows a brief description of the more important items.

1. **Instruction and Departmental Research** increased 10 percent in fiscal year 1974-5 and is projected to increase 36 percent in the six years ending 1980-1, equivalent to an annual average growth rate of 5.25 percent. The annual equivalents for the six years range from four percent for the multiversities to 7-1/3 percent for the colleges and 8.25 percent for the health centers. This dovetails with the relative increases in tuition revenues which show a projected six-year annual growth rate of 11 percent for health centers and eight percent for colleges (partly due to an estimated six-year growth of 28 percent in enrollments in the colleges).

As a matter of information, the annual increases in salaries projected to 1980-1 range fairly widely; five percent at Pratt and R.I.T.; six percent at Elmira and Marymount Manhattan; seven percent at Canisius; eight percent at Mercy and Russell Sage, 6½ to nine percent at Vassar; and six to ten percent at Skidmore.

Instruction and Departmental Research (IDR) is the largest expense item in Current Funds. It is interesting to note that, despite the many minuses and pluses in individual institutional projections, IDR maintains a remarkably steady role in expenditures. It represents 37.8 percent of Educational and General expenditures (including Sponsored Research) in 1980-1, compared with 37.3 percent in 1974-5 and 37.6 percent in 1973-4.

2. **Sponsored Research** increased by ten percent in one year, 1974-5, and is projected to increase 31 percent more by 1980-1, equivalent to an average annual growth of 4.5 percent. The multiversities make up 80 percent of the total in all three fiscal years, 1974, 1975, and 1981, while the engineering colleges and the health centers account for an additional 15 percent in all three years. The engineering institutions anticipate a substantial 84 percent increase in six years (equivalent to 10.5 percent per annum) and the health centers, 27 percent or four percent annually.

TABLE D-9

RATES OF GROWTH IN EXPENDITURES – BY CATEGORY OF INSTITUTION FROM 1973-4 TO 1974-5 AND FROM 1974-5 TO 1980-1

	Increase between 1973-4 and 1974-5		Increase between 1974-5 and 1980-1		
	$ Million	Growth Rate	$ Million	6-yr. Growth Rate	Average Annual Growth Rate
TOTAL (92)	$150	11%	$542	36%	5.25%
Multiversities (4)	66	10	214	30	4.5
Universities (5)	15	10	63	36	5.25
College Complexes (24)	24	11	92	38	5.5
Colleges (28)	10	11	48	47	6.5
Engineering and Technical (8)	16	13	67	48	6.75
Health Centers (3)	15	17	34	34	5.0
All Others (20)	4	7	24	37	5.5

TABLE D-10

RATES OF GROWTH IN EXPENDITURES – BY CATEGORY OF EXPENDITURE FROM 1973-4 TO 1974-5 AND FROM 1974-5 TO 1980-1

	Increase between 1973-4 and 1974-5		Increase between 1974-5 and 1980-1		
	$ Million	Growth Rate	$ Million	6-yr. Growth Rate	Average Annual Growth Rate
TOTAL	$150	11%	$542	36%	5.25%
Instruction and Departmental Research	40	10	162	36	5.25
Sponsored Research	10	7	48	31	4.5
Extension and Public Service	2	12	4	23	3.5
Libraries	4	8	19	39	5.5
Plant Maintenance	16	15	60	47	6.5
Other Educational and General	46	13	117	29	4.25
(Total Educational and General)	(118)	(11)	(410)	(34)	(5.0)
Student Aid Grants	10	10	42	38	5.5
Major Service Programs	7	19	23	57	7.75
Auxiliary Enterprises	15	10	67	40	5.75

Following is a summary of revenues and expenditures for Sponsored Research:

SPONSORED RESEARCH
($ Million)

Sponsored Research	Revenues		Expenditures	
	1974-5	1980-1	1974-5	1980-1
TOTAL	$154.9	$205.0	$154.8	$202.9
Multiversities	122.3	159.6	124.4	160.4
Engineering and Technical	12.0	18.7	8.5	15.8
Health Centers	12.0	16.8	14.0	17.8

3. **Plant Maintenance** suffered a 15 percent increase in fiscal 1974-5, mainly because of fuel and utilities costs. Anticipated is an additional 60 percent increase by 1980-1, which is equivalent to an average annual growth rate of 6.5 percent. The projections range rather widely, as might be expected. Canisius uses seven percent annually for salaries and ten percent for supplies. Elmira counts on ten percent annually, and Russell Sage expects 100% increase in the six years. Columbia uses a five percent per annum increase, but ends with a six-year increase of 56 percent, partly because of new buildings under construction.

4. **Other Educational and General** includes administration, development and public affairs, admissions, registrar, student affairs, etc. This item increased 13 percent in 1974-5 but is expected to increase only 29 percent (4¼ percent annually) by 1980-1. The six-year rate of increase seems to be on the low side, particularly in view of stepped-up development, admission and public relations plans. Presumably it is felt, however, that this is one area of expense that is controllable.

5. **Student Aid Grants.** The most significant factor is the large anticipated increase in unfunded student aid. The awards of $153.6 million projected for 1980-1 represent an increase of 38 percent (at the rate of 5.5 percent per annum) while the estimated revenues of $72 million anticipate only a six-year 27 percent increase or four percent annually. This translates into unfunded student aid of $81.6 million in 1980-1, an increase of 49 percent over 1974-5. A comparison of the three years involved is shown in Table D-11. Also shown are two important relationships: (1) the non-government sources (private and unfunded student aid) provided 72.3 percent of the total awards in 1973-4 and 70 percent in 1974-5, and are expected to provide 71.9 percent in 1980-1; (2) the total awards represented 16.7 percent of total tuition and fees in 1973-4 and 16.8 percent in 1974-5, and are projected at 16 percent in 1980-1.

TABLE D-11

STUDENT AID AND SELECTED COMPARISONS
($ MILLION)

	1973-4	1974-5	1980-1
Revenue from Government	$ 28.1	$ 33.4	$ 43.1
Other Sources	21.8	23.3	28.9
Total Revenue	49.9	56.7	72.0
Awards	101.6	111.5	153.6
Unfunded Student Aid	51.7	54.8	81.6
% of Awards from Non-Government Sources	72.3%	70.0%	71.9%
Awards as % of Tuition Revenues	16.7%	16.8%	16.0%

6. **Major Service Programs** expenditures increased 19 percent in 1974-5 and are expected to grow another 57 percent (or 7.75 percent average per annum) by 1980-1 — while revenues perform similarly. Approximately 85 percent of these figures are readily explainable as is the case with hospital operations at New York Medical College. Table D-12 below shows a brief analysis.

7. **Auxiliary Enterprises** make up the third largest expense item and the third largest revenue item. For the three years involved, the figures are:

	($ million)		
	1973-4	1974-5	1980-1
Revenues	$168.2	$180.3	$247.4
Expenditures	153.1	168.5	235.6
Net Revenues	$ 15.1	$ 11.8	$ 11.8

Expenditures increased ten percent in 1974-5 and are projected to increase 40 percent additional by 1980-1, an average annual growth of 5.75 percent. This latter composite figure is made up, of course, of the varying estimates of increases ranging from four to ten percent annually, as previously stated.

Revenues increased 7.2 percent in 1974-5 and are estimated at 37 percent more by 1980-1, which translates into average annual increases of 5.5 percent. Half of the institutions (i.e., by categories) project average annual increases of 6.5 percent or more. Room charges in 1980 are estimated to be 32 percent higher than five years earlier, 1975 (which corresponds to the 33 percent increase between 1970 and 1975). Similarly, board charges in 1980 are expected to be 34 percent higher after five years, which is a bit higher than the 30 percent increase between 1970 and 1975.

All of the categories of institutions anticipate the continuance of a net surplus condition in Auxiliary Enterprises except for the universities and health centers. The universities reported a surplus of $509,000 (3.6 percent of revenues) in 1973-4, a deficit of $154,000 (1.1 percent) in 1974-5, and a projected deficit of $234,000 (1.3 percent) in 1980-1. The health centers reported a surplus of $49,000 (6.7 percent) in 1973-4, a deficit of $204,000 (20.2 percent) in 1974-5, and a projected deficit of $130,000 (7.1 percent) in 1980-1.

III. Surplus Before Transfers

The 92 institutions involved reported the following total surplus before transfers (i.e. total current funds revenues minus total current funds expenditures):

$63.9 million in 1973-4, or 4.5% of total revenues
$61.7 million in 1974-5, or 3.9% of total revenues
$69.4 million in 1980-1, or 3.3% of total revenues

TABLE D-12

MAJOR SERVICE PROGRAMS

	Increase between 1973-4 and 1974-5		Increase between 1974-5 and 1980-1		
	$ Million	Growth Rate	$ Million	6-yr. Growth Rate	Average Annual Growth Rate
REVENUES – TOTAL	$ 5.6	18.5%	$23.2	65%	8.5%
New York Medical – Hospital	3.4	12.7	20.5	68	9
Albany Medical College	.5	33.3	2.0	100	12
All other institutions	1.7	85.0	.7	19	3
EXPENDITURES – TOTAL	$ 6.5	19.0%	$23.3	57%	7.75%
New York Medical – Hospital	3.9	14.0	20.0	63	8.5
Albany Medical College	.5	33.3	2.0	100	12
All other institutions	2.1	42.0	1.3	18	3

As shown in Table D-13 below, the only category showing a deficit is health centers, for each of the three years under study. The two-year institutions are anticipating a relatively sizable improvement of $2 million in 1980-1, or 8.4 percent of their projected revenues.

Of the 92 individual institutions, those reporting deficits at this stage, before transfers, are 15 in 1973-4, 21 in 1974-5, and seven in 1980-1. The numbers in parentheses in Table D-13 are the numbers of institutions reporting deficits, by categories of institution. It must be emphasized that all of these figures are **before** any mandatory or nonmandatory transfers are made.

TABLE D-13

SURPLUS BEFORE TRANSFERS
BY CATEGORY OF INSTITUTION
($ million)

	1973-4	1974-5	1980-1
	*	*	*
TOTAL (92)	$63.9 (15)	$61.7 (21)	$69.4 (7)
Multiversities (4)	15.4	11.9 (1)	16.7
Universities (5)	11.1	7.8	6.1 (2)
College Complexes (24)	24.2 (1)	17.3 (4)	19.0 (3)
Colleges (28)	7.6 (3)	13.8 (6)	11.1
Engineering and Technical (8)	5.6 (3)	9.8 (3)	13.6
Health Centers (3)	−1.7 (2)	−.8 (1)	−1.2 (2)
Specialized (8)	1.1 (2)	1.8 (3)	1.9
Seminary and Two-Year (12)	.6 (4)	.1 (3)	2.2

Note: Asterisked columns of figures in parentheses denote number of institutions with deficits.

IV. Mandatory Transfers

Mandatory transfers are binding legal agreements and grant agreements with federal agencies, donors, etc. to match gifts and grants to loan and other funds. For example, they cover debt service, student loan fund matching grants, and required provisions for renewals and replacements of plant, not financed from other sources.

As shown in Table D-14 below, the 92 institutions reported Debt Service of $46.7 million in 1973-74, $52.8 million in 1974-5, and $50.2 million projected for 1980-1. Other mandatory transfers are, respectively for the three years under study, $5.8 million, $4.6 million and $4.3 million. Together the mandatory transfers represent the following relationships to Surplus before Transfers:

$52.5 in 1973-4, 82.2 percent of Surplus before Transfer
$57.4 in 1974-5, 93.0 percent of Surplus before Transfer
$54.5 in 1980-1, 78.5 percent of Surplus before Transfer

As a matter of interest, Table D-15 (next page) shows Surplus After Mandatory Transfers (but before nonmandatory transfers). The 92 institutions report a net surplus of $11.4 million in 1973-4, $4.3 million in 1974-5, and a projected $14.9 million in 1980-1. Not surprisingly, the number of institutions with deficits rises considerably: 34 in 1973-4, 38 in 1974-5, and 15 in 1980-1. These numbers are approximately double those with deficits **before** any transfers (Table D-13): 15 in 1973-4, 21 in 1974-5, and seven in 1980-1.

TABLE D-14

MANDATORY TRANSFERS

	1973-4		1974-5		1980-1	
	Debt Service	Other	Debt Service	Other	Debt Service	Other
TOTAL (92)	$46.7	$5.8	$52.8	$4.6	$50.2	$4.3
Multiversities (4)	16.3	2.2	17.3	2.3	14.8	2.2
Universities (5)	6.8	.3	7.0	.4	6.9	.5
College Complexes (24)	11.8	1.5	13.1	.5	14.0	.4
Colleges (28)	5.8	.7	8.1	.6	6.0	.6
Engineering and Technical (8)	4.9	.1	6.1	.2	6.8	.2
Health Centers (3) **						
Specialized (8)	.6	.7	.6	.7	.7	.3
Seminary and Two-Year (12)	.5	**	.5	**	1.0	**

**Not Significant

TABLE D-15

SURPLUS AFTER MANDATORY TRANSFERS
BEFORE NONMANDATORY TRANSFERS
($ Million)

	1973-4	1974-5	1980-1
	*	*	*
TOTAL (92)	$11.4 (34)	$ 4.3 (38)	$14.9 (15)
Multiversities (4)	−3.1 (2)	−7.7 (3)	−.3 (1)
Universities (5)	4.0 (1)	.4 (2)	−1.3 (2)
College Complexes (24)	10.9 (4)	3.7 (10)	4.6 (6)
Colleges (28)	1.1 (12)	5.1 (9)	4.5 (1)
Engineering and Technical (8)	.6 (4)	3.5 (2)	6.6 (1)
Health Centers (3)	−1.8 (2)	−.7 (2)	−1.2 (2)
Specialized (8)	−.2 (4)	.6 (4)	1.0 (1)
Seminary and Two-Year (12)	**(5)	−.4 (6)	1.2 (1)

Note: Asterisked columns of figures in parentheses denote number of institutions with deficits.

Note: **Not Significant

V. Nonmandatory Transfers

Nonmandatory transfers include those transfers from the Current Funds group to other fund groups (Plant, Loans, Quasi-Endowment) made at the direction of the governing board to serve a variety of objectives, such as additions to loan funds, additions to quasi-endowment funds, general or specific plant additions, voluntary renewals and replacements of plant, and prepayments of debt principal. They also may include the retransfer of resources back to Current Funds.

Transfers differ from expenditures, therefore, in that they are amounts moved between fund groups. One of the most important and frequent occurrences is illustrated by the fact that colleges and universities do not set up reserves for depreciation of buildings and equipment — but they should set aside funds each year for major repairs and renewals. For example, one university projects a deficit in 1980-1 of $127,000 and worries understandably that that year's operations will not permit the transfer of any funds for deferred maintenance. It feels it should have at least $250,000 for this purpose.

Bequests and gifts to an institution flow unevenly. There are always things uncared for and left to be done when monies come along. In some cases, the situation is like unto feast or famine. Because of this, larger bequests received in a particular year are frequently designated by the governing board for quasi-endowment or plant funds for future expenditure. For example, Colgate follows a policy of transferring all bequests of over $5,000 to quasi-endowment. Hobart's governing board designates unrestricted bequests for quasi-endowment and plant. On the other hand, a relatively large undesignated bequest in 1974-5 allowed Houghton to show a surplus at the end of the year.

Each fiscal year cannot necessarily stand on its own feet because of the ups and downs of various revenue and expense items. One college offers a perfect short-term example: in 1973-4 the institution ended with $10,000 surplus after salting away $245,000 for quasi-endowment and plant; in 1974-5 they ended with $12,000 surplus only by reversing the transfer of $242,000 from quasi-endowment and plant.

Nonmandatory transfers include excess (or deficiency) of gifts, bequests, receipts, interest, dividends over restricted current expenditures. They are used also to set up reserves for income stabilization and for equipment placement.

Table D-16 below shows the amounts of the nonmandatory transfers, by category of institution, for each of the three years under study. The minus figures are caused by sizable reverse transfers, i.e., retransfer of resources back to Current Funds, on the part of two universities in each of the three years and of one medical college (hospital operations) in 1973-4.

TABLE D-16

NONMANDATORY TRANSFERS
$ million

	1973-4	1974-5	1980-1
TOTAL (92)	$ 3.2	$ 9.1	$13.0
Multiversities (4)	−4.0	−6.2	−2.3
Universities (5)	5.1	4.1	1.8
College Complexes (24)	9.9	4.4	4.3
Colleges (28)	1.1	1.0	2.2
Engineering and Technical (8)	1.0	4.4	6.5
Health Centers (3)	−10.6	.3	.0
Specialized (8)	**	.5	.1
Seminary and Two-Year (12)	.6	.5	.3

Note: **Not Significant

VI. Surplus (Deficit) After All Transfers

There is no simple way to explain or to interpret or to understand final surpluses or deficits (i.e., after all transfers) at the end of the fiscal year for colleges and universities as a group or groups. There are various permutations and combinations, mainly surrounding transfers, particularly nonmandatory transfers, in the individual institutions.

The size of the year-end surplus or deficit can have meaning, of course, for the individual institution — but it can lose meaning when presented by categories of institutions or by the entire independent sector. Some specific illustrations follow.

Two universities finish each of the three years under study with surpluses because of nonmandatory reverse transfers back to Current Funds. Specifically, one of them shows three surpluses totalling $3,067,000 after transferring $6,048,000 to Plant Funds for major renewal of academic buildings — but this was doable only because of $10,691,000

nonmandatory reverse transfers (i.e., withdrawals from principal of quasi-endowment funds.)

Two small colleges show zero surpluses each year because of their policy of appropriating any surplus for Plant Fund.

Another college shows surpluses of $197,000 in 1973-4, $263,000 in 1974-5, and $59,000 in 1980-1 after nonmandatory transfers to Plant Fund of $1.5 million, $900,000 and $1.2 million, respectively.

On the other hand, one engineering school's year-end deficits in 1973-4 and 1974-5 would have been much larger if there had not been reverse transfers from quasi-endowment.

These examples recited above are intended, not to question the transfers — because these represent the individual circumstances and judgments — but to demonstrate that the adding and subtracting of the year-end results in groupings cannot bring up a useful set of figures as such. They must be analyzed and interpreted individually on the basis of their more important components. Table D-17 below shows that the combined surplus of the 92 institutions after all transfers is estimated to be $1.9 million in 1980-1. By coincidence, this happens to be the same amount as the projected surplus for Columbia in 1980-1 after nonmandatory reverse transfer of $3.8 million from quasi-endowment principal.

TABLE D-17

SURPLUS AFTER ALL TRANSFERS

$ million

	1973-4	1974-5	1980-1
TOTAL (92)	$ 8.3	$–4.8	$ 1.9
Multiversities (4)	.8	–1.5	1.9
Universities (5)	–1.1	–3.7	–3.0
College Complexes (24)	.9	–.8	.3
Colleges (28)	**	4.0	2.2
Engineering and Technical (8)	–.4	–.9	**
Health Centers (3)	8.8	–1.1	–1.2
Specialized (8)	–.2	**	.8
Seminary and Two-Year (12)	–.6	–.9	.9

Note: **Not Significant

TABLE D-18

SURPLUS AND DEFICIT CONDITIONS AFTER ALL TRANSFERS

	1973-4		1974-5		1980-1	
	No.	Thousands	No.	Thousands	No.	Thousands
TOTAL – with surplus	55	$21,059	52	$12,676	71	$10,125
– with deficit	37	12,786	40	17,496	21	8,263
Multiversities						
– surplus	3	4,875	3	2,895	3	2,400
– deficit	1	4,063	1	4,398	1	481
Universities						
– surplus	3	698	2	213	3	1,010
– deficit	2	1,809	3	3,934	2	4,052
College Complexes						
– surplus	16	2,434	15	2,004	16	2,289
– deficit	8	1,478	9	2,761	8	2,035
Colleges						
– surplus	16	1,123	18	6,024	25	2,292
– deficit	12	1,132	10	2,020	3	63
Engineering and Technical						
– surplus	4	1,356	3	603	7	309
– deficit	4	1,769	5	1,504	1	293
Health Centers						
– surplus	1	9,781	0	–	1	–
– deficit	2	943	3	1,072	2	1,240
Specialized						
– surplus	5	590	5	839	6	925
– deficit	3	818	3	803	2	76
Seminary and Two-Year						
– surplus	7	202	6	98	10	900
– deficit	5	774	6	1,004	2	23

It is more helpful to take the summary figures from Table D-17 and divide them into surplus and deficit situations, as shown in Table D-18. This indicates that 37 institutions had deficits totalling $12.8 million in 1973-4, 40 with deficits of $17.5 million in 1974-5, and 21 expect deficits of $8.3 million in 1980-81.

Perhaps it is still more helpful to look at the 21 institutions which anticipate deficits totalling $8.3 million in 1980-1. Of these the deficits for nine institutions ($742 million) represent less than one percent of the respective institutions' projected total revenues in 1980-1. As indicated in Table D-19, 12 institutions project deficits of $7.5 million in 1980-1 which are equivalent to one percent or more of the respective institutions' projected total revenues for that year.

Of these 12 institutions, six had deficits of $2.7 million in 1974-5 and five had deficits of $2.2 million in 1973-4.

Table D-19 also indicates that no deficits in 1980-1 are projected by the 29 institutions which had $9.8 million in deficits in 1973-4 or by the 30 with deficits of $14 million in 1974-5. Parenthetically, the big deficits in those two years were created by one university ($4.1 million in '74 and $4.4 in '75) and by one medical college ($1 million in '75.)

TABLE D-19

1980-1 PROJECTED DEFICITS EQUIVALENT TO ONE PERCENT OR MORE OF PROJECTED TOTAL REVENUES

($ Thousand)

	1973-4 Deficit		1974-5 Deficit		1980-1 Deficit	
Twelve Institutions projecting Deficits in 1980-81 that would be 1%+ of Total Projected Revenues	(5)	$ 2,220	(6)	$ 2,666	(12)	$ 7,521
Institutions with small deficits in 1980-1	(3)	810	(4)	794	(9)	742
All Other Institutions with deficits in Fiscal 1974 or 1975	(29)	9,756	(30)	14,036	(0)	0
TOTALS for all deficit situations	(37)	$12,786	(40)	$17,496	(21)	$8,263

SCHEDULE 9

ANNUAL CURRENT FUNDS, REVENUES AND EXPENDITURES BY MAJOR FUND AND TRANSFERS FISCAL YEARS 1973-74, 1974-75, 1980-81 (IN THOUSANDS OF DOLLARS)

	Type of Fund	Actual 1973-74	Actual 1974-75	Projected 1980-81	1974-80 % Change
I.	**Total Current Funds Revenues (IA-ID)**	$1,435,398	$1,582,973	$2,132,650	35%
	A. Educational & General	1,186,946	1,310,118	1,754,117	34
	1. Tuition & Fees	607,473	663,982	958,505	44
	2. Government Appropriations	72,609	83,177	82,065	–
	a. Federal	10,060	18,514	10,608	–43
	b. State	61,788	63,569	71,148	12
	c. Local	761	1,094	1,109	1
	3. Endowment Income	51,556	59,735	77,093	29
	4. Private Gifts	79,806	84,500	110,208	50
	5. Sponsored Research	144,171	154,874	205,048	32
	6. Other	231,331	263,850	320,398	21
	B. Student Aid Grants	49,914	56,601	71,984	27
	1. Government	28,094	33,351	43,048	29
	2. Other	21,820	23,250	28,936	25
	C. Major Service Programs	30,323	35,936	59,106	65
	D. Auxiliary Enterprises	168,215	180,318	247,443	37
II.	**Total Current Funds Expenditures (IIA-IID)**	1,371,498	1,521,248	2,063,269	36
	A. Educational & General	1,082,496	1,200,415	1,609,933	34
	1. Instructional & Departmental Research	407,140	447,088	608,774	36
	2. Sponsored Research	144,387	154,814	202,949	31
	3. Extension & Public Service	17,095	19,089	23,468	23
	4. Libraries	43,556	47,116	65,625	39
	5. Physical Plant Maintenance	110,987	127,394	187,307	47
	6. Other	359,331	404,914	521,810	29
	B. Student Aid Grants	101,628	111,514	153,626	38
	C. Major Service Programs	34,262	40,790	64,106	57
	D. Auxiliary Enterprises	153,112	168,526	235,606	40
III.	**Surplus Before Transfers (I minus II)**	63,900	61,725	69,381	12
IV.	**Transfers (IVA - IVB)**	55,632	66,556	67,521	1
	A. Mandatory	52,451	57,426	54,503	–5
	1. Debt Service	46,695	52,814	50,219	–5
	2. Other	5,756	4,612	4,285	–7
	B. Nonmandatory	3,181	9,130	13,018	43
V.	**Surplus After Transfers (III minus IV)**	8,268	–4,831	1,860	139

Figures exclude University of Rochester, Yeshiva University, Manhattanville College, New School for Social Research, Dominican College, Friends World, St. Thomas Acquinas, Utica College, Wadhams Hall, Albany Law School, Parsons School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, New York College of Podiatric Medicine, Rockefeller University, all seminaries except Nyack College, Elizabeth Seton College, Five Towns College, College for Human Services, Culinary Institute of America and LaSallette Seminary. Also excluded are Finch College and Mills College which are no longer operational.

Some Summary Observations

The master plans that have been submitted by cIcu's member institutions are over-optimistic in their projections. But then it is human nature to assume that the expected decline in undergraduate enrollments in the late 1970's will more seriously affect "other" schools. Further, it should be understood that these are plans upon which colleges and universities base their expectations . . . goals to be achieved. Other parts of the master plans show that the schools are aware of declining enrollments and problems of inflation, and they explain how they hope to overcome these obstacles by seeking out non-traditional students, new ventures in academic programs, better publicity and intensified recruitment of students. The financial schedules reflect expectations of success in these endeavors.

These projections must be examined with the realistic expectation that increased institutional costs will continue to erode income and force student charges ever higher unless public resources take a more responsive role in bridging the inflationary gap. At the same time, the declining pool of prospective undergraduates is a reality and many of the independent colleges — despite roseate forecasts — will be seriously affected. Some will probably even have to close.

The observations that follow in this report will seem gloomy, but the cIcu must report the steady and quiet erosion of the State's independent higher education sector because individual institutions are inhibited from doing so for the obvious reason that firm projections would discourage recruitment of students and make even more difficult the increasingly onerous task of raising philanthropic and foundation support.

The 92 independent institutions that project Education and General (E & G) Expenditures from fiscal 1975 to 1981 anticipate a six-year increase of 34 percent, for an average annual increase of five percent. Within this projection, the largest single item — Instruction and Departmental Research — is expected to increase slightly more sharply, 36 percent, while Physical Plant Maintenance is anticipated to rise at an annual average of 6.5 percent, for a six-year increase of 47 percent.

But the characteristics of the higher education environment tend to cast a less rosy glow for the future.

The largest expense in Instruction and Departmental Research is faculty salaries. In 1974-75 faculty salaries at the City University were about 50 percent higher and those at the State University were about one-third higher than those received by faculty at independent institutions. At the same time the independent sector is the least unionized. It can be reasonably anticipated that future organizational efforts will focus upon the independent campuses. As collective bargaining spreads, or in efforts to ward off unionization, it is likely that the future will see compensation on independent campuses coming much closer to prevailing conditions within SUNY and CUNY.

An uncontrollable cost in the Physical Plant Maintenance category is fuel. While the government-sponsored institutions have had rising costs of fuel met by deficiency budgets, the independent campuses have had to pass this increasing expense on to the students in the form of increased tuition.

This leads to the conclusion that a projected 34 percent E & G rise in expenditures is far too conservative.

The need for Educational and General revenues is dependent on how much E & G expenditures will increase. As we have seen in the preceding paragraphs, it is the conclusion of the cIcu that the 92 independent institutions' projections are too conservative. Thus, the projected increase in revenues of 34 percent in 1980-81 matches the expected expenditures. But more revenues will undoubtedly be required if budgets are to be balanced! Understated revenues in the independent sector mean that tuition and fees must be increased beyond rates that are already so high that many of the independent campuses cannot realistically compete with government-sponsored institutions for middle-income students.

High tuition and the resultant "tuition-gap" between the independent sector's average weighted tuition and that of the government-sponsored institutions are critical isues. Undergraduate tuition averaged $2,790 in 1975, is expected to go over $2,900 in 1976, and is projected at $3,659 in 1980. Tuition and fees have already advanced 36 percent between 1970 and 1975, and now another 31 percent increase is projected for 1980.

The question should be asked, "When do constantly increasing tuitions reach a point where even the affluent are forced to opt for low-tuition government-sponsored choices?" As student choice is pragmatically limited to government-sponsored institutions, will the State's taxpayers be able to absorb these increased costs?

When one considers the health of independent institutions, a serious symptom of declining vitality is the increased dependence on tuition and fees as sources of revenues. In 1973-74 such revenues accounted for 50.7 percent of E & G revenues, in 1974-75 for 51.2 percent, and in 1980-81 it is expected to account for 54.6 percent.

Tuition and fees will be a larger share of estimated revenues because other forms of revenues are not expected to be in the same proportions as they have in the past. One case in point is voluntary giving. Nationwide total support per student declined 17.5 percent in 1974-75 with a cumulative decline of 30.1 percent since 1969-70. The decline for the independent sector is more marked, because in recent years support for government-sponsored institutions has been increasing as many of them seek private sources of funds for the first time. The 92 independent institutions that projected revenues as part of New York's Statewide Master Plan predict that private gifts will account for 6.3 percent of E & G revenues in 1980-81 as compared to 6.7 percent in 1973-74.

Whenever tuition increases, a further burden is put upon an institution's student aid program. Much attention is given by the press to the generous federal and state financial aid program, but not enough notice is given to non-governmental and institutional aid, both funded and unfunded, which represent 72 percent of all grants awarded to students at the 92 independent institutions. Whereas total

E & G expenditures are expected to increase 34 percent in 1980-81, student aid will increase 42 percent.

A healthy independent sector is necessary in New York State if the two government-sponsored universities are to meet their own mission responsibilities. The independent sector educates one-third of the undergraduates and two-thirds of the graduate and first professional students. For the state to assume this additional educational responsibility would be far beyond the ability of the New York taxpayers.

If the independent sector is to survive as a financially viable sector at its present level of academic quality, it is necessary to avoid increasing dependence on tuition as a source of institutional income.

What is needed is a flexible public higher education policy which provides sufficient latitude for adjustment in both student aid and institutional aid so that the independent institutions can maintain fiscal equilibrium.

The cicu has for two years attempted to convince the state that there is need for an annual economic review of both Bundy Aid and the Tuition Assistance Program (TAP). There is evidence of the need for such adjustment in order to keep pace with general inflation and other uncontrollable institutional expense increases. From its beginning, Bundy Aid was designed to make it possible for the independent colleges and universities to increase their tuitions in smaller amounts and less frequently than would otherwise be the case.

At the same time, direct aid to moderate income students in the form of TAP is in need of parallel adjustment so that these students can afford the higher tuition levels that appear inevitable. Such an adjustment would also hold down the growing institutional costs for unfunded student aid. This aid presently relies far too heavily upon the "Robin Hood Formula" of taking from moderate income students in the form of high tuitions to subsidize the more needy.

In 1975 the cicu's Task Force on Long Range Financing of Independent Higher Education proposed that state funding be based upon a formula relationship with the State University. The broad policy guidelines suggested are that by 1980-81:

1. Overall state aid to independent higher education on a per FTE basis equal 35 percent of the dollar amount per full-time equivalent student appropriated for SUNY;
2. That within the total state outlay for the independent sector, $2 in direct aid to students be expended for each $1 in institutional aid.

Appendix E

PHYSICAL FACILITIES

The 90 independent colleges and universities which submitted data on their physical facilities reported that in the fall of 1975 they held 84.6 million gross square feet of space, or 57.6 million net assignable square feet (NASF). This represents a growth of 7.1 million NASF or 14 percent since 1970. A comparison by room use categories follows:

NET ASSIGNABLE SQUARE FEET (NASF)

	1970		1975	
	Million	% of Total	Million	% of Total
Classroom	3.7	7.3%	4.2	7.3%
Laboratory	6.8	13.5	7.4	12.8
Office	6.2	12.3	7.5	13.0
Health Care	.6	1.2	1.0	1.7
Residential	18.2	36.0	19.5	34.0
Other (Library, Physical Education, Dining, etc.)	13.5	26.7	16.2	28.1
Not Assigned	1.5	3.0	1.8	3.1
	50.5	100.0%	57.6	100.0%

Three quarters of the five-year increase since 1970 were in the multiversities, 2.5 million NASF; college complexes, 1.8 million; and engineering schools, 1.1 million. Twenty-three percent, 1.7 million NASF, of the five-year increase was added in 1974-75. Of this increase, the bulk was in two institutions: 500,000 at the University of Rochester and 800,000 at Syracuse (80 percent of Syracuse's addition was residential).

The 90 institutions project an increase of 2.8 million Net Assignable Square Feet by 1980, or 4.6 percent more than 1975. The increases are to be found in the following categories of institutions:

	NASF (thousand)
Multiversities	1,078
Universities	95
College Complexes	607
Colleges	407
Engineering and Technical	412
All Other	207
	2,806

The explanations of the larger increases are shown in Attachment A.

Another summary of the proposed increases by 1980 may be shown by room use categories.

	NASF increases (thousand)	
Classroom	585	20.9%
Laboratory	628	22.4
Office	384	13.8
Health Care	46	1.6
Residential	262	9.3
Other	1,136	40.5
Not Assigned	−239	−8.5
	2,806	100.0%

The residential increase is identified mainly at Skidmore (64,000 NASF), Paul Smith's (53,000), Rensselaer (52,000), Clarkson (38,000), Columbia (23,000), and Sarah Lawrence (22,000).

The largest increase, the "Other" category, is made up mainly of 15 library additions, five physical education facilities, two student centers, and Pace at White Plains (Law).

The largest number of institutions plan no new construction in the foreseeable future. Others reported their needs but will not proceed until the financing is assured. Still others did not report their needs because their planning has not advanced sufficiently due to lack of assurance of funding. A half dozen institutions reported funding campaigns in process or planned.

The 90 institutions reported an estimated increase of only 700,000 Net Assignable Square Feet between 1980 and 1984, one percent above the 1980 figures. The major projects are at Cornell Endowed (110,000 NASF), Union (80,000), Adelphi (75,000), Skidmore (50,000), New York Tech

Note: The figures in this chapter on Physical Facilities cover 90 institutions. Institutions which did not submit data are 19 colleges and universities, and 20 seminaries. Of the 19 colleges and universities missing, the only sizable ones are Hofstra, Yeshiva, LIU Brooklyn, New School, and Manhattanville.

(39,000), and Canisius (24,000). It is safe to say that none of these projects will be undertaken unless funds are assured.

There are many renovations and modifications projected. Buildings have become old, unsafe, worn out, obsolete. There is, however, great reluctance to create additional space.

In almost all cases, institutions reported that they expect no excess facilities, even in the face of declining enrollments. Alternatives facing some institutions in the case of excess facilities were described by Concordia and N.Y.U. Concordia would be ready to move activities from four off-campus properties into the central campus and rent, sell, or make other use of the off-campus properties. N.Y.U. would abandon rental space, lease some of their owned buildings, and sell or lease owned buildings where they can be entirely vacated.

Attachment A

Explanation of the Larger Increases in Net Assignable Square Feet Between 1975 and 1980

Multiversities project an increase of 1.1 million NASF by 1980.

Columbia — 329,000 NASF in three new buildings under construction plus completion of a library. Almost 1,000 additional undergraduate beds to be met by conversion, external housing market, and if necessary, some new housing.

Cornell Endowed — 129,000 NASF detailed is only small part of future needs. Well over $100 million in new space or replacements is now inven[illegible]ied, but the $35 million for biology research component has to be financed in stages; the student housing has to be fitted in over the next ten to fifteen years; the medical school library needs are expansion of library storage; replacement of infirmary; remodelling of heating plant; biochemistry research facility; engineering research building; and others.

NYU — 519,000 NASF mainly in new College of Dentistry which has been funded.

Rochester — 253,000 NASF (103,000 new plus 150,000 from previously "Not Assigned"). Total package of $49 million; campaign for $102 million under way. One major construction project: new laboratory for laser energetics and fusion ($7.5 million); renovations ($9 million); medical center ($21 million); Eastman School ($5 million).

Universities project an increase of 95,000 NASF by 1980.

Fordham — 59,000 NASF. Library addition or rehabilitation ($4 million). Biology building replacement ($5 million). Capital funds campaign planned for $25 million.

C. W. Post — 45,000 NASF. Preliminary plans for several additions if financing becomes available.

College Complexes project increases of 607,000 NASF by 1980.

Hamilton — 58,000 NASF. Field house.

Hobart — 51,000 NASF. Library/classroom building completed.

Ithaca — 32,000 NASF. Library addition.

Manhattan — 90,000 NASF. Physical education.

Pace-White Plains — 48,000 NASF. Law building.

Pace-Pleasantville — 51,000 NASF. Library.

Sarah Lawrence — 22,000 NASF. Dormitory to replace rented space.

Skidmore — 104,000 NASF. Plus 50,000 beyond 1980. 231,000 NASF at $11 million to replace 170,000 sq. ft. in rented space on old campus plus 55,000 sq. ft. of temporary space on new campus. 77,000 NASF in dormitories, rest for administration, art, physical education. To be financed by capital gifts and mortgages on dormitories.

Union — 48,000 NASF. Physical education.

Vassar — 23,000 NASF. Library addition.

Colleges project increases of 407,000 NASF by 1980.

Dowling — 88,000 NASF. Mainly field house and student center.

Houghton — 62,000 NASF. Physical education. Campaign for $3 million.

Kirkland — 32,000 NASF. Multi-purpose, including arts.

Nazareth — 56,000 NASF. Community Center, to relieve library.

Roberts Wesleyan — 78,000 NASF. New Campus Center; replace nursing and physical education. Campaign for $4.2 million.

Siena —	33,000 NASF. Library and two town houses.

Engineering Schools project increases of 412,000 NASF by 1980.

Clarkson —	75,000 NASF. Resource Center (library and computer); Recreational Center.
NYIT —	60,000 NASF. Plus 39,000 NASF after 1980 for five additions to classroom, life science, administration, athletics.
Pratt —	80,000 NASF. Conversion and renovation of 200,000 gross sq. ft. for $10 to $15 million.
RIT —	25,000 NASF. Rehabilitation of downtown properties. $500,000 to be realized from sale of other properties.
RPI —	260,000 NASF. New Engineering Center and housing for 250 students.

SCHEDULE 10

PHYSICAL FACILITIES, BY ROOM USE CATEGORIES, 1970-1984

TOTAL – ALL INSTITUTIONS

Type of Space	Actual (Fall) 1970	1974	1975	Projected (Fall) 1980	1984
A. Total Gross Square Feet	74,341,447	82,460,566	84,551,827	87,604,156	88,459,300
B. Total Net Assignable Square Feet (NASF) (1-7)	50,487,024	55,958,496	57,610,200	60,415,890	61,121,053
1. Classroom	3,712,299	4,042,454	4,190,707	4,775,469	4,853,942
2. Laboratory	6,828,886	7,302,664	7,382,609	8,010,132	8,127,833
3. Office	6,193,699	7,336,101	7,542,102	7,926,441	8,026,357
4. Health Care	572,399	699,162	975,129	1,020,692	1,020,692
5. Residential	18,181,522	18,889,955	19,447,509	19,709,523	19,774,787
6. Other	13,549,064	15,790,826	16,240,146	17,375,852	17,701,471
7. Not Assigned	1,452,155	1,857,334	1,836,998	1,597,780	1,615,974

Figures exclude Hofstra University, LIU-Brooklyn Center, Yeshiva University, Manhattanville College, New School for Social Research, Friends World College, Marist College, Medaille College, St. Joseph's College, Utica College, Wadhams Hall, Albany Law School, Parson's School of Design, College of Pharmaceutical Sciences, Mt. Sinai School of Medicine, Rockefeller University, Five Towns College, College for Human Services, LaSallette Seminary, and all seminaries except Nyack College. Also excluded are Finch College and Mills College which are no longer operational.

Appendix F

GRADUATE EDUCATION

Master's Education

The Regents have been concerned with the quality of master's degree programs since a study completed in 1970 raised this question. As part of the master plan for those institutions offering master's degree programs, they were asked to describe internal procedures for review of these programs, any changes in their administration, innovative and non-traditional aspects, and any changes in the programs that might occur in future years.

Many schools say that internal self-review of master's programs is a routine matter because of preparation for the many external evaluations that are made by such organizations as the State Education Department, the Middle States Association, and various professional organizations concerned with specific disciplines. Nevertheless, Hofstra University and New York Institute of Technology have made such additional review a part of their administrative procedures. Hofstra will establish an Office of Program Evaluation in 1976-77. The Dean of Graduate Studies at New York Institute of Technology has as his function the "constant evaluation of programs."

Niagara University's Office of Institutional Research is doing an "outcome" study of its master's graduates for the years 1966 to 1976. Another practice is to survey present and former students by questionnaire which Pace University and St. Lawrence University were doing when they completed their master plans.

The most apparent administrative change is that many of the smaller institutions offering master's degree work have in some cases reorganized their structures and others have appointed graduate deans for the first time. The College of St. Rose and Russell Sage College have appointed graduate deans and Elmira College established the new post of dean of continuing education for supervision of its graduate programs.

At Niagara University separate graduate schools of arts and sciences and education have been organized.

Rochester Institute of Technology now has a director of graduate business programs and a half-time director of graduate programs in engineering.

Substantive change in administration has been made at Hofstra University where the former coordinator of graduate programs is now the dean of graduate studies. This individual is responsible for overall control of quality and program development. Initial responsibility for the several graduate programs has been returned to the academic deans.

For the first time Cornell University is permitting study for graduate degrees on a part-time basis.

More stringent requirements for the master's degree are apparent at Columbia University where it is now required that every master's program be capable of being completed within a calendar year with a maximum time limit of two academic years for a full-time student.

Both Colgate and St. Lawrence Universities are developing new criteria for their education programs based upon the Regents' recommendations that such programs be competency based.

Innovation in master's programs is occurring through inter-institutional cooperation and experimentation with the chronological designs and locations of instruction.

Cooperation between institutions offering graduate programs is becoming increasingly popular. One such program that will probably become a model for other institutions is that of Cornell University. Full and part-time graduate students attending other institutions within Cornell's region can attend classes at the University without charge on a space available basis. Polytechnic Institute and Pace University offer joint programs; most notable is the master of science in management services. Canisius is offering a program in religious studies in cooperation with other colleges in the Buffalo area. Niagara University has an educational administration program that is offered in cooperation with St. John's University, and is also considering joint programs with Brock University in Ontario.

New York University is experimenting with various time frames and locations of courses. Its master of public administration program is offered in Dutchess County as well as in New York City on Saturdays. The master's in business administration will most likely be offered on weekends in the near future.

Columbia University is also experimenting with new time designs. A master's degree in English is obtainable with three summers of study. The master's in business administration is on a trimester calendar.

An example of sophisticated corporate-campus cooperation is the master's in business administration offered by Pace University for American Telephone and Telegraph's middle-management personnel.

Several institutions' master plans mentioned changes that may be occurring in the near future that will also be innovative. Columbia may experiment in the next four years with admitting students to its Graduate School of Arts and Sciences who plan to terminate their studies at the master's level. Cornell plans to introduce a master's program in labor relations in New York City. Elmira College is contemplating a master's in professional studies that will be for adults who are "self-directed learners." They will learn under contract, and upon completion of their studies, will submit their work to a jury of professionals for evaluation.

It is interesting that several schools mentioned new programs in art education; they are the College of St. Rose, Nazareth, and Pratt Institute. The latter school's program will be in arts centers, museum and gallery management.

Doctoral Education

The Regents in their planning bulletin requested that universities offering doctoral programs address themselves to the declining employment opportunities for such graduates. Some of the universities have responded to this crisis by reducing the number of students they admit or curtailing the number of programs offered. Notable among the universities which have taken these directions are Columbia and Fordham.

There is, however, a reluctance to make drastic reductions in programs and students. Fordham University commented that it is making every effort to preserve and strengthen its thirteen doctoral programs since the University feels that cutting back on any one would weaken the others. At Cornell University the number of applicants for doctoral programs continues to rise, and, while providing extensive graduate counseling, the university believes it inappropriate to make decisions for students by closing off admissions opportunities.

The University of Rochester takes strong exception to the Regents' tendency to directly relate the education and training of graduate students and research programs to current employment opportunities. The university claims, "It is impossible to predict what advances in knowledge will benefit society most. The primary focus of graduate education and research at the University of Rochester is the advancement of the frontiers of knowledge." It is natural for faculty and students to apply their research and training to societal problems when such applications are related to "primary" efforts. As an example, the University of Rochester notes that it is doing so with graduate research on laser and plasma technology in an effort to find new sources of energy.

Several institutions note that some of their programs are now either very selective or are unique, and therefore they see little reason to reduce them. Juilliard takes only 12 doctoral students a year. Polytechnic Institute reports they offer the region's only nuclear engineering degree.

Clarkson College of Technology has observed a direct relationship between employment opportunities and graduate programs. In its case the college prepares graduates primarily for industry or government service. In the case of Hofstra, Pace and St. John's, most students are employed while they study. At Hofstra the majority of students are in elementary or secondary education and will most likely remain in those fields. St. John's reports that all of its doctoral programs are designed for commuting students.

Appendix G

LIBRARIES

In 1972 the Regents recommended that "every institution of higher education have a library that meets threshold adequacy as regards resources, staff, and facilities." The guidelines are based on a study by the State of Washington and have not been formally adopted by the Regents but are still under review. Many independent institutions would suggest that these guidelines must continue to be studied as they do not apply satisfactorily to institutions with graduate and research programs, nor are they helpful to specialized schools such as those which have primary interest in the performing arts. Several liberal arts colleges also have serious reservations about the formula for adequate staff.

Cornell University believes that a five per cent acquisition rate for libraries which already have a large collection is an unobtainable growth rate. There is also mounting concern among librarians that it will be difficult to maintain such a growth rate because of the rapidly increasing cost of printed material.

Nevertheless, most of the clcu's member institutions meet the above-mentioned threshold requirements. Those which do not meet the requirements are primarily small and/or developing institutions.

Space for growing library collections or for the media facilities means added construction on some campuses. Vassar College and Rensselaer Polytechnic Institute have completed additions to their libraries and the Brooklyn Center of Long Island University has a new instructional resources building. Canisius College, Nazareth College and Pace University at Pleasantville have given top priority in their construction programs to expansion of their libraries.

Just about every college and university library in the independent sector is a member of one of the nine 3R (Reference and Research Library Resources) networks in the State. Two in New York City, Juilliard School and Mannes College of Music, questioned such a need when they both have the unique resources of the city, especially the New York Public Library, at their doorsteps.

Most academic libraries also provide special library instruction and counseling for students requiring this assistance. It is common for such aid to be part of freshman orientation programs.

The use of media in forms other than the printed word continues to grow and be accepted by faculty in course development. As media centers become integrated with libraries, there are schools which now refer to "Learning Resources Centers." There are many colleges, however, where an audio-visual department is administratively separate from the library.

Information retrieval and dissemination systems are expensive items for colleges and universities with soaring expenses. Many colleges said that they could not afford such systems for their libraries. Schools with graduate and research programs cannot afford to be without these aids; these schools are members of many retrieval systems. Prominent among these systems are two sponsored by the State University of New York, Ohio College Library Center (OCLC), and the Bio-Medical Communication Network. Twelve colleges and universities reported that they are members of the OCLC network. Several others mentioned they have access to this resource through their 3R membership or through cooperation with a neighboring college. Several smaller colleges said that membership was desirable but was too expensive.